



Race to the Top - District

Technical Review Form

Application #0416IL-1 for Sandoval C.U.S.D. #501

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

Section A1, B1, B5 and materials in the Appendices of the application appropriately address the four core educational assurance areas.

College and career standards and assessments

- College- and career-ready standards are addressed through the state's adoption of the Common Core State Standards (CCSS) in reading and mathematics, and the state's participation in the multi-state New Generation Science Standards. Illinois is a lead member of the PARCC consortium that is developing assessments aligned to the Common Core. In addition the consortium plans to implement its own system of formative and summative assessments. They plan to develop K -12 pacing guides for each grade level for implementing CCSS in classrooms and plan to implement a system of weekly formative assessments, benchmark assessments (using AIMSWEB or a similar program) and regular course exams to monitor student progress and achievement in addition to the state assessments.
- The main focus for professional development as described in section A1 is on 21st century classroom management and developing technology skills, along with summer support for teachers to develop units and lesson plans aligned with CCSS. In other sections of the proposal and in the budget they indicate that they will be providing professional development on CCSS and hiring instructional coaches to work with teachers at each school on implementing CCSS and 21st century classrooms.

Robust data systems

- In the A1 narrative and in section B1 there is a detailed description of how the Sandoval district currently uses multiple sets of data to continually monitor student progress and make adjustments in instruction. They currently have a web portal that allows educators, students and parents easy access to student and school performance data. The consortium has established an RTI system at the elementary level and is now in the initial phase of implementing the RTI system for early identification and prevention at the secondary level. It is the intent of the consortium to expand practices to the other three districts that the Sandoval and Egyptian school districts have implemented as part of their school improvement grants.
- In section B5 the Consortium indicates that continuous progress monitoring be accomplished through the analysis of annual statewide assessments, benchmark assessments administered at least three times per year for progress towards mastery of the common court standards, pre-and post test for each unit of instruction, using Rising Star (which includes indicators of highly effective schools), and routine checks and identification of completed portions of individual student portfolios. All data collected will be regularly reviewed by instructional teams and leadership teams established at each district to support the K-12 RTI system.
- A PowerPoint presentation in the Appendix describe the plans for a robust state data system, Rising Star, that is now in operation and that every district must use. As part of RTTT3, the state is creating the Illinois Shared Learning Environment (ISLE) that the consortium will use. ISLE will support P – 20 alignment using longitudinal data and will enable students to develop personalized learning maps and teachers to access a rich array of resources to support personalized learning environments. ISLE will be launched in 2014. Rising Star and ISLE are designed to measure student growth, inform teachers/principals, and improve instruction.

Hiring, retaining, and evaluating effective teachers and principals

- A coherent system for hiring, retaining, and evaluating effective teachers and principals is presented. The proposal addresses the concern for attracting effective teachers and principals to rural areas by providing incentives and innovative opportunities for new and existing staff that include enhanced leadership opportunities, application of 21st

century instructional methods using modern technologies, day-to-day job embedded professional development, and support for attaining advanced educational degrees.

- In the Sandoval and Egyptian school districts have already begun implementing new performance evaluation systems for teachers that use the Danielson Framework for teaching which focuses on providing continual improvement of highly effective instruction. The student growth model component of the evaluation system will be implemented in these two districts in 2013 – 14 and in the other districts in the consortium in 2014 – 15. Principal evaluation systems are being implemented in all districts during the 2012 – 13 school year with a minimum of 25% of the summative evaluation being based on student growth in the first two years and 30% thereafter. The districts have adopted the Illinois performance standards for school leaders as a basis for their performance evaluation system for principals. A superintendent evaluation system with input from stakeholders will be implemented no later than 2014 – 15.

Turning around the lowest performing schools

- In section B1 and B5 the consortium describes efforts to turn around the Sandoval and Egyptian High Schools under the School Improvement Grants the two districts received and the impact on learning. In section B1 there is a detailed description of the kinds of interventions that have been implemented in the Sandoval and Egyptian high schools to turn around student performance. These include replacing ineffective principals and teachers, ensuring that teachers are posting daily learning targets and writing lesson plans aligned with the common core standards, and daily instructional coaching for teachers.
- They state in section B5 that data show that students are making progress in the all student group as well as in subgroups of low income and special education, which are their target subgroups for the RTTT- D project. They state that Sandoval High School has moved a large group of students from academic warning to almost meeting standards but no quantitative data is presented on the impact on student learning from these efforts. They state in the application that they intend to spread the use of these turn around practices to the other three districts the consortium as a component of their RTTT-D plan.

A clear and credible approach to accelerating student achievement, deepening student learning, and increasing equity

- They propose infusing 21st century skills in every classroom, expanding dual credit courses with colleges, creating and utilizing online courses, expanding summer, after school, and community outreach programs for high school students, providing wraparound services for at risk youth, and increasing the emphasis on work force/career and technology education. All districts in the consortium will be participating in the Illinois Pathways Initiative that is establishing networks of districts, colleges, and private businesses to support STEM Learning Exchanges throughout the state.
- For grades K to 8 the main emphasis is on improve performance for their two low-performing subgroups, implementing the common core standards and the enhanced system of formative assessments, using data to improve instruction and target interventions, building STEM skills through authentic learning experiences, focusing on 21st century skills, creating technology rich 21st-century classrooms, and providing in grades 7 & 8 education about STEM programs of study and career plan development. If their Competitive Preference Priority is funded, they plan to expand wraparound services, summer, after school and community outreach programs will be available to students in grades K through 8.

I reduced the score from 10 to 9 because the applicant did not provide quantitative data on the impact of turning around low performing schools.

(A)(2) Applicant's approach to implementation (10 points)

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10

(A)(2) Reviewer Comments:

The applicant's approach to implementing its reform proposal will "support high quality LEA- level and school-level implementation." Score = 10 of 10.

- They appropriately described the process they used to select schools to participate and provided a list of schools participating. As part of this process to select schools they confirmed that the five district collectively met the competition's eligibility requirements.
- The current total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators for each of the 5 participating schools are provided in Table A2 and meet the competition's eligibility requirements.
- The applicant indicated that they specifically included in their consortium schools and districts that it had success with prior school improvement efforts and that each participating school has areas of strength and interest to contribute to the project. In section B they indicate that Sandoval, the lead district, and Egyptian have successful experience implementing School Improvement grants for their high schools. In section B and the Appendices, they also indicate that Sandoval is one of 35 districts in Illinois participating in the state's RTTT3 grant and that all 5 districts will be using the statewide learning environment and data platforms being implemented for RTTT3. The superintendent of the lead

district has been invited to serve on the advisory board of the Illinois Shared Learning Environment (ISLE) initiative as its representative for rural schools statewide. Using the ISLE platform to personalize learning is a key feature of the consortium's plan.

(A)(3) LEA-wide reform & change (10 points)

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8

(A)(3) Reviewer Comments:

In addressing the applicant's response to section A3, LEA-wide reform and change, there are three major requirements: (1) a high quality, credible plan with key goals, activities and rationales, timeline, deliverables, and parties responsible, (2) a plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools, and (3) a plan help the applicant reach its outcome goals.

The applicant has scaled up its proposal to include all schools in both districts, not just the lowest performing schools. The consortium provides a high quality plan that addresses two of the three criteria for this component - (2) how the reform proposal will be translated into meaningful reform to support district-wide change in every school in both districts, and (3) how the plan will help the consortium reach its outcome goals to improve student learning outcomes for all students who will be served by the proposal - with information provided in this section and in sections C2 and E1. The information provided, and described below under headings for each criteria indicates they have thought carefully about the implementation challenges. The fact that they will utilize state systems such as the Rising Star continuous improvement system strengthens their plan. Section C2 also contains specific plans for scaling up the project to impact other schools and districts in their region. But they did not present key goals, activities and rationales, timeline, deliverables, and parties responsible to accomplish the work described in this section.

Score = 8 of 10. Reduced for not having key goals, activities and rationales, timeline, deliverables, and parties responsible to accomplish the work described in this section.

A plan to accomplish (2) and (3) below with key goals, activities and rationales, timeline, deliverables, and parties responsible that are judged to be high quality based on the overall credibility of the plan.

- While the applicant did provide considerable information about what they intend to do, as the points below indicate, they did not present key goals, activities and rationales, timeline, deliverables, and parties responsible to accomplish the work described in this section.

A plan that includes scale up to all schools within the Consortium and to other districts

- The applicant's plan already scales up to encompass all schools within both districts, not just the lowest performing schools. The plan is a high quality plan that describes how the reform proposal will be translated into meaningful reform to support district-wide change in every school in both districts. The structures described below in the section on how the plan will help achieve outcome goals will ensure that change will occur in every school within both districts.
- The Consortium proposal indicates that it will scale up its key elements and translate them into meaningful reform that supports districtwide change first within the consortium. This is because two districts within the consortium, Sandoval and Egyptian, have already begun implementing reforms over the last several years through their school improvement grants, and seen success, while the other three districts have not had school improvement grants.
- Sandoval's participation in the Illinois RTT3 initiative will enable it to learn from other RTT3 districts and to share the consortium's approach to reform, and its successes and best practices developed in its RTTT-D project with other districts statewide.
- In addition the consortium's partnership with the Illinois Association of Regional Superintendents of Schools, IARSS, and its partnership with Southern Illinois University and Kaskaskia College will further support dissemination of its reform design and scale up in other districts.
- In section C2, the Consortium describes specific plans to ensure that the project will have a regional impact.
 - The Consortium envisions that the impact of its RTTT-D plans could reach schools and students in all of southern Illinois and potentially much of northwest Kentucky and southeastern Missouri and beyond. They envision the consortium as a regional center for the staff development necessary for exemplary student preparation, a place where educators, especially in STEM subjects, become aware of the most proficient and best teaching and learning strategies, changing technologies, existing STEM subjects, and those emerging due to evolving understandings in science.
 - Funding is requested for two meetings per year to be held during the school year and made accessible to educators of STEM subjects. These meetings will focus on implementation of STEM throughout the curriculum. Reimbursement to the participating institutions for all faculties (up to 180 participants per meeting) in attendance during the first two years of the grant or registration fees and substitute faculty costs will be included in the grant request with this offer being extended to underrepresented group participants for the duration of the grant. In

addition, Consortium STEM faculty will be supported in attendance with registration and travel and substitute staffing reimbursements for up to two additional STEM driven professional development opportunities. Consortium staff will also be reimbursed for educational opportunities, not to exceed 12 hours total of graduate coursework in STEM subject areas per year, to increase proficiency and STEM certification areas to facilitate their ability to prepare students in such content.

- o The partnerships existing and those being developed will help show the leadership potential of Consortium in terms of providing a facility for the training needs of its partners. The Consortium would act as a distant campus site where community college students and faculty would interact before or after the regular high school day. Similar arrangements will be made with partners to assist them in training their staff using the equipment and technological tools acquired with this grant. This increases exponentially the learners that can be reached with the improvements this funding will offer.

A plan that will help the applicant reach its outcome goals

- There is increased likelihood that the consortium's plan will help it achieve its outcome goals because the plan is purposefully designed to implement locally the RTTT3 statewide reform efforts.
- The consortium is linking its approach in this RTTT-D application to the P-20 systemic approach being implemented statewide through the RTTT3 grant in 35 districts, including Sandoval (lead district for the consortium).
- The consortium is using the same logic model as the one being used in the Illinois Shared Learning Environment initiative (ISLE) that puts learners at the center enables the students to create their own portfolio and their own pathways for learning.
- In section C2 and E1, the consortium provides more detail about their internal management plan to ensure that they attain their outcome goals.
 - o The Consortium proposes three complementary approaches to ensure that they can achieve their outcome goals.
 - First, the Consortium schools will use the Rising Star indicators, a comprehensive continuous improvement process, that is part of the statewide system of support that guides districts and schools through the procedures and practices for systemic change and instructional improvement. This system provides the foundation for Consortium's implementation of its continuous improvement system described in E1 to monitor, measure, and improve its strategies for personalized learning.
 - Second, all Consortium districts will submit school improvement plans through the Rising Star system. Each plan will go through local peer review and approval by our Board of Education. Each district has established a District leadership team comprised of: teachers, union representatives, principals, parent/community focus member, SOS coach, and district administrative leaders which meets monthly to not only implement the district Rising Star process, but also oversees each school process.
 - Third, a longitudinal study will be conducted with students and educators to identify the components of the project that best serve the needs of the educational community. Through the use of surveys to students and educators, standardized test results that will follow the student through the entirety of their educational experience and possibly beyond, and successful completion of secondary and postsecondary coursework completed in high school, the Consortium will derive an accurate description of what works through technology.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
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B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	7

(B)(1) Reviewer Comments:

Despite reform efforts in two of the five districts, the consortium as a whole does not demonstrate a clear record of success in the past four years in advancing student learning and achievement, increasing equity in learning and teaching, and making student performance data available. The consortium was created to ensure that the reform efforts spread to the other three districts. I scored this section as 7 out of 15 because there is a clear record of reform efforts in two of the five Consortium districts and clear plans for expanding reform efforts to the other three districts, but there is no quantifiable data on the results of these reform efforts. The Sandoval district is making student and school performance data available to students and parents through a web-based portal but it's not clear whether the other districts are also doing this.

- a. Improve student learning outcomes and close achievement gaps

- Two of the five schools (Sandoval & Egyptian) have School Improvement Grants to reform their high schools and have been making reform efforts over the last several years. They do cite a number of appropriate reform actions, including removing ineffective principals and teachers, that have been taken in Sandoval that should lead to increase performance for students in the future.
- In B5, they indicate that Sandoval and Egyptian have had success under the SIG grants in improving student performance and increasing equity over the past 3 years. Here is what they say about improving student performance:

Two of the five schools have previously been awarded federal School Improvement Grants Section 1003g and have seen an increase in student achievement. The data in Sandoval and Egyptian show students making progress in the all student group as well as the subgroups of low-income and special education. Sandoval High School has moved a large group of students from Academic Warning to almost Meeting Standards. The high needs students will continue to make gains and move from low performing to high performing.

- No quantitative data for the last four years is presented either in section B1 or B5 on changes in student achievement, subgroup achievement gaps, high school graduation rates or college enrollment at Sandoval and Egyptian High Schools as a result of the School Improvement Grants.

b. Achieve ambitious and significant reforms in its low performing schools

- They state that they have made significant improvements through reforms in their persistently lowest achieving schools, which I assume means changes in the Sandoval and Egyptian High Schools – the schools that have school improvement grants.
- They describe a number of these reform efforts but provide no data on the impact of these reforms.
- They view this grant opportunity as a vehicle for applying the same reforms in the other three districts in the consortium.

c. Make student performance data available

- It's not clear in the narrative whether student performance data is available to parents and educators in the other four districts beside Sandoval. Sandoval has created a web portal that allows access for students and parents to information about their student's performance and school performance. In the examples from Sandoval, it does appear the data is being used in ways to inform and improve participation, instruction and services.
- Material in the appendices on 2 state initiatives, Rising Star and ISLE, that the consortium will use DO indicate that all districts in the consortium will have appropriate, high quality data systems that makes student performance data available to students and parents and will enable data to be used to improve teaching and learning.
- The state has already created a student information system (SIS) operated by the Illinois State Board of Education that LEA use. The system links an individual teacher identifier with teacher-student match, provides timely data back to educators and supervisors on student growth, and receives or matches student level data from preschool through 12th grade and higher education.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

5

3

(B)(2) Reviewer Comments:

The districts comply with state requirements about disclosing salary information, expenditures, and performance on district websites, but there is no evidence that they go above and beyond what is required. Score = 3 of 5 because they appeared to be operating in compliance mode.

- They list several state and federal websites that have information about the districts and some of the districts provide links on their district web sites to one of the state reports, the Illinois Interactive Report Card (IIRC), that provides district and school level data on salary information, expenditures, and performance. They do not indicate that they provide links to other reports from their own district websites.
- There is no discussion of efforts that they make to educate the public about the information that they make available on the district websites or that is available on state and federal websites.

(B)(3) State context for implementation (10 points)

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10

(B)(3) Reviewer Comments:

The consortium has demonstrated evidence of successful conditions and sufficient autonomy under state requirements to implement its proposal. Score = 10 of 10.

- According to the letter from the state Board of Education in the appendix, the state did review the consortium's proposal and commends the consortium for building on a number of state initiatives and the work that the Sandoval district is doing as part of the state's RTTT3 program.
- The state has already implemented a performance evaluation system (PERA) for teachers and principals that incorporates measures of student performance.
- The state has created a student information system (SIS) operated by the Illinois State Board of Education that enables an LEA to link individual teacher identifier with teacher-student match, provide timely data back to educators and supervisors on student growth, and receive or match student level data from preschool through 12th grade and higher education.
- According to documents in the appendix, there has been an intensive State policy focus on personalized learning environments. This includes establishing a policy framework that supports the State's Race to the Top 3 application and is carried forward through work by Illinois state Board of Education (ISBE) and P-20 Council. The documents indicate that the state has made aggressive efforts to implement initiatives that further that policy framework. These include adopting the Common Core State Standards (CCSS), being a lead member of the multistate assessment consortium PARCC, and creating the Illinois Pathways Initiative and the Illinois Shared Learning Environment initiative.
- The Illinois Shared Learning Environment is part of the Shared Learning Consortium, which is a multistate effort funded by the Gates Foundation and the Carnegie Corporation to enhance personalized learning for students through the dissemination of usable student information, powerful educational tools and content and streamline processes.
- The Illinois Pathways Initiative is part of the State of Illinois' Race to the Top initiative as a college and career readiness strategy for Science Technology Engineering & Math (STEM) areas. School districts are encouraged to establish STEM Programs of Study organized around a career cluster to facilitate transitions from middle school, to secondary, and into postsecondary and the workforce. STEM Learning Exchanges are a new, innovative statewide public-private education partnership organized to support local implementation of STEM Programs of Study by coordinating planning and investment, aggregating resources, and tracking talent pipeline performance.

(B)(4) Stakeholder engagement and support (10 points)

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10

(B)(4) Reviewer Comments:

The consortium provides a very good description of process to engage stakeholders, including teachers, principals, school boards, parents, students and community and regional organizations. Score = 10 of 10.

- Evidence of listening to stakeholders and modifying proposal based on feedback.
- Examples of innovative thinking for parent involvement such as creating a Parent Assessment Academy to build understanding of the new assessment system.
- Strong letters of support from stakeholders and teacher organizations.
- The application meets the criteria for support for LEAs with and without collective bargaining representation. The consortium states that "The teacher organizations in each district were approached in the initial stages of planning and the RTT-D and its requirements were explained. Each organization made the decision to go forward with the proposal and requested that they be active participants in the process." They also state "Four of the 5 participating schools have a teacher's union and full support. Egyptian, non-union affiliated, has a letter of support from more than 70% of the teachers. " The leaders of the five teacher organizations signed a joint letter, in the appendix, indicating strong support. The Egyptian letter is not included in the application.
- All mayors had 10 days to review the application. All support the application. None had comments or requests for modifications.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The consortium has a strong response to each of the three criteria: (1) conducted an analysis of its current status in implementing personalized learning environments,(2) developed a logic model or theory of action that supports the reform proposal, and (3) identified the needs and gaps the plan will address.

The consortium conducted an analysis of its current status in implementing personalized learning environments. They describe work by Centralia High School's guidance department to develop personal learning plans for students and to conference with students at least twice a year, the implementation of a Response to Intervention system with elementary schools, and mapping of resources in all communities to support addressing achievement gaps. They also state that their analysis of learning environments and resources indicated that they lack instructional coaching with an emphasis on differentiation of instruction, individual-student driven portfolio (academic, personal, vocational), partnerships with colleges, businesses, social service agencies to target individual student needs, sufficient onsite social work services, community outreach programs, and

technology support and training to develop 21st century learning opportunities for individual students.

The consortium has adopted as its logic model the logic model that is incorporated into the Illinois Shared Learning Environment (ISLE) initiative, which puts the individual learner, and the individual learner's plan for learning, at the center of this grant proposal.

They have analyzed student demographic and performance data and have identified that their largest achievement gaps are with their SPED and Low Income students (their baseline data for performance goals in section A4 confirms this).

Score = 5 of 5

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

In addressing the applicant's response to section C1 – Learning there are three major requirements: (1) A high quality, credible plan with key goals, activities and rationales, timeline, deliverables, and parties responsible, (2) a clearly articulated approach to learning that that engages and empowers all learners, in particular high-need students, in an age-appropriate manner, that addresses the sub-criteria, and (3) clearly articulated strategies to ensure that each student has access to tools, resources, and support to manage her or his own learning.

The consortium has presented a well thought-out plan for meeting the criteria in this section of the application through its efforts during the grant period. They have a clearly articulated approach to learning that that engages and empowers all learners, in particular high-need students, in an age-appropriate manner and clearly articulated strategies to ensure that each student has access to tools, resources, and support to manage her or his own learning. It is clear from the narrative in this section and the accompanying plan in the appendix that the consortium realizes that creating a system that supports personalized learning environments for every student is not "business as usual."

Score = 19 of 20. Reduced for lack of timelines on their high-quality plan for accomplishing the project goals.

- Some components of the plan such as establishing a response to intervention system, providing learning opportunities for students in conjunction with local colleges, and engaging students as active participants in creating learning environments are already underway, particularly in the Sandoval and Egyptian school districts where they have had school improvement grants for the last several years. This is an asset because these two districts can "walk the talk" as they help the other three districts implement similar reforms.
 - The plan appropriately builds on several statewide initiatives being implemented under the Race To The Top Phase 3 program. This is a crucial component for small rural districts and significantly strengthens their plan, particularly since the state initiatives are eager to support their participation.
 - In the appendix the applicant has provided a high quality plan for preparing students for colleges and careers that is linked to the requirements in this section. The plan includes specific goals, activities, deliverables, and responsible parties. The consortium has not yet identified timelines for specific activities.
 - The goals listed in the plan include
1. Create a high quality personalized student learning environment by updating board policies, analyzing and aligning district resources and personnel, aligning the curriculum with Common Core Standards and College – Career Readiness Standards, developing a curriculum review process, implementing district personnel evaluation system, and creating individual professional development plans.
 2. Develop individualized student profiles and learning plans that include k-12 student portfolios, student and family involvement conferences, student-led data meetings, student wraparound meetings based on need, regular district data collection and sharing data with students, aligning the k-12 system of student assessments, and developing and utilizing a comprehensive response to intervention (RTI) plan.
 3. Create 21st century classrooms that integrate technology to allow students to access constructivist, global and digital instruction and provide personalized learning recommendations and deep learning experiences (all of which is supported by job embedded professional development for teachers and administrators).
 4. Create individualized student learning plans that build on and utilize a comprehensive student Response to Intervention plan, continuous assessments in the Illinois Shared Learning Environment (ISLE).
 5. Expand 21st century classrooms to include distance learning and community and organizational partnerships.
 6. Provide training and supports for students that include portfolio training embedded in the curriculum, summer

academies, distance learning, and student support teams.

- The Illinois Shared Learning Environment (ISLE) provides a common data and technology platform for Illinois school districts to support personalized learning, track student performance data, and access high quality instructional resources. The superintendent of Sandoval, the lead district in the consortium, will represent the consortium, and all rural districts in Illinois, as a member of the ISLE advisory board. This connection increases the likelihood that the learning plan described in this section will be implemented.
- The consortium will use the ISLE platform as a project dashboard application to track and report on the learning progress of individual students and groups of students, and it includes a series of learning map applications that will allow curriculum teams to select a set of learning objectives and to create arrangements, or paths, for students to achieve those objectives.
- For teachers, ISLE will expand capacity to deliver personalized learning by providing a clear understanding of each student using integrated data, providing easy access to relevant content aligned to standards, and presenting information in ways that are useful and actionable. Each teacher will have the ability to enter personalized learning recommendations on the students progress record to suggest content, learning methodologies, and instructional approaches and to fine-tune the individualized learning plans.
- For students and parents, ISLE will enable them to better understand academic needs, find content that meets those needs, and facilitate college and career planning. Students will have open access to the system and weekly counseling hours will be established where the teachers will be available to look at this data and provide feedback on the student's progress.
- They indicate in their narrative that they are designing many concepts and components of the program to operate as if every participating student were a high needs student.
- They plan to create a variety of instructional materials to ensure that all students and teachers understand the tools and resources available to them as they relate to tracking and managing their overall learning progress. These tools will include written, audio, and audiovisual assets they can be accessed any time through ISLE.

(C)(2) Teaching and Leading (20 points)

20

15

(C)(2) Reviewer Comments:

In addressing the applicant's response to section C2 – Teaching and Leading there are five major requirements: (1) A high quality, credible plan with key goals, activities and rationales, timeline, deliverables, and parties responsible, (2) criteria A - an approach to ensuring that all participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to support the effective implementation of personalized learning environments and strategies, adapt content and instruction, frequently measure student progress, and improve teachers' and principals' practice and effectiveness, (3) criteria B - an approach to ensuring that all participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress, including actionable information, high-quality learning resources, and processes and tools to match student needs with specific resources and approaches, (4) criteria C - an approach to ensuring that all participating school leaders and school leadership teams have training, policies, tools, data, and resources include information from such sources as the district's teacher evaluation system, and training, systems, and practices to continuously improve school progress, and (5) criteria D - has a high-quality plan (with goals, activities, deliverables, timelines, and parties responsible) for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

This section of the consortium's proposal addresses three key areas that are the focus of their teaching and leading – (1) provide high quality teaching and curriculum that implements 21st century learning skills and the Common Core State Standards K – 12, (2) transform the consortium into a regional center for STEM programs of study, and (3) significantly improve performance for two underperforming student subgroups – student with special needs and low income students. They have a strong response to each of the criteria in this section with two exception. First, despite references in different parts of the proposal to professional learning communities, they do not describe in the proposal their plans for engaging participating educators in professional teams and communities. Second, applicants are expected to provide goals, activities, rationale, deliverables, timeline and parties responsible that describe how they propose to implement their plan for teaching and leading. But the consortium did not provide a high quality plan for criteria D, nor were some of the activities listed in this section included in the plan presented for section C1 on learning.

Because of this missing information, I reduced their score from 20 to 15.

A1 Professional development and professional learning communities to support the effective implementation of personalized learning environments

- The Consortium will train all instructors in the use of new tools that are aimed at personalized instruction so that they

may adapt quickly to a student's needs as gauged by the student's progress report. They will combine professional development opportunities with follow-up coaching support and "coaching the coaches" to increase in the number of educators with current information and up-to-date knowledge and skills in the professional development areas, including research-based practices to improve results for students with and without disabilities.

- In addition, they plan to implement professional development and coaching designed to improve the knowledge and skills of general and special education personnel to provide research-based, standards-aligned instruction and interventions, with an emphasis on reading and math, to the diverse learners in their schools. This will also include training on how to teach and address the needs of children with different learning styles and those who are limited English proficient. This work will model the State of Illinois's Personnel Development grant that was designed to focus on professional development and coaching in order to support school improvement.
- They do not describe in the proposal their plans for engaging participating educators in professional learning communities and teams.

A2 Adapt content and instruction

- The Consortium plans to develop a solid foundation curriculum starting at the elementary level and continuing through the secondary level combined with vertical alignment and access to postsecondary level coursework through dual credit partnership opportunities with local colleges. Students will be exposed to multiple disciplines that encourage differentiated pathways into both traditional and developing STEM content prior to college and career entry.
- To maximize vertical alignment from elementary to introductory college courses, support the move to the common core, and assist students in good choices to promote such success, the Consortium will develop English/Language Arts, Mathematics, and Science progression maps. These evolving pathways are intended to ensure that students are aware early in their secondary experience of the rigor attached to a chosen field of study.
- Curriculum mapping has been initiated in the Consortium and courses within the STEM subject areas are re-aligning to the Illinois Pathways and New Generation Science Standards (NGSS – a multi-state consortium) to provide students with the knowledge and training they will need to be successful. This planning is incorporating input from associated partners and their immediate and future needs for sustainable employment and growth.
- In addition to helping STEM educators understand how the Common Core supports high-quality learning in STEM content areas, STEM educators will assist English/Language Arts and Social Science educators understand how their Common Core curriculum will be supported by the New Generation Science Standards (NGSS).
- They describe in A1 how they plan to infuse the STEM and Common Core content and instruction with individual and common tasks and optimal learning approaches using 21st century technologies and their budget indicates that they plan to purchase resources to support optimal learning approaches.;

A3 Frequently measure student progress

- The Consortium will require that all teachers, including elementary teachers, record student progress data on a regular basis to enable schools to track college and career readiness. Data review with the focus on college and career readiness will take place from the time a student enters school through graduation. In addition, the data will be used to fine-tune individualized learning plans as well as to look at teaching/learning trends among educators.

A4 Improve teachers' and principals' practice and effectiveness

- In order to improve teacher and principal effectiveness both teachers and principals will undergo regular evaluations to ensure their effectiveness. The data gathered about teacher and principal performance will be used to provide key information that will be used to provide supports and make any necessary corrective actions.
- The consortium has adopted the Danielson's "Framework for Teaching" as their teacher evaluation tool. The Framework is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching and will serve as the foundation for mentoring, coaching, professional development, and teacher evaluation, linking all those activities together and helping teachers become more thoughtful practitioners.
- The principal's evaluation tool will include: (1) the principal's specific duties, responsibilities, management, and competence as a principal; (2) specify the principal's strengths and weaknesses, with supporting reasons; (3) align with research-based standards in the Illinois performance standards for school leaders; and (4) will include the use of data and indicators on student growth as a significant factor in rating performance.

B1 Tools and resources

- The Consortium indicates that their plan will allow them to put into place tools and resources designed to help teachers and principals identify optimal individualized learning approaches that can be quickly implemented to help students

remain on track towards meeting academic goals and interest. While they do not describe these tools and resources in this section, materials in the Appendix on the Illinois Shared Learning Environment (ISLE) state that the ISLE platform that the consortium will use will help educators identify optimal learning approaches that respond to individual student academic needs and interests.

B2 High quality learning resources

- A key feature of the Consortium's plan for creating and sharing high quality learning resources is its partnerships with local area colleges including Southern Illinois University, Eastern Illinois University, Shawnee Community College and Kaskaskia Junior College. These partnerships are designed to provide a variety of high-quality learning resources that ensure that students are prepared for college upon graduation. This content will be available as digital learning content and aligned with the appropriate standards. Schools in the consortium will help to develop online classes with each of their community colleges. These courses can be streamed live to districts that do not have dual credit certified faculty.
- The consortium plans to deploy high definition video conferencing equipment at each of the 5 participating schools. This will allow course material to be delivered through these video conferencing systems in order to provide interactive distance learning classes between students and instructors. These distance learning classes will be recorded for later playback. The consortium will also work with the community colleges to create "i-Tunes U" classes that would allow students to access the course materials 24/7.

B3 Processes and tools to match student needs with specific resources and approaches

- The Illinois Shared Learning Environment (ISLE) learning platform is the tool that the consortium will use will help educators identify resources and optimal learning approaches that respond to individual student academic needs and interests. In addition, the Consortium described in section C1 that they will establish structures for regular conferencing with students about their progress and their Individual Learning Plans.

C1 & 2 All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment

- The Consortium proposes three complementary approaches to ensure that schools' training, policies, tools, data, and resources that enable them to structure an effective learning environment.
 - First, the Consortium schools will use the Rising Star indicators, a comprehensive continuous improvement process, that is part of the statewide system of support that guides districts and schools through the procedures and practices for systemic change and instructional improvement. This system provides the foundation for Consortium's implementation of its continuous improvement system described in Section (E)(1) of this application to monitor, measure, and improve its strategies for personalized learning.
 - Second, all Consortium districts will submit school improvement plans through the Rising Star system. Each plan will go through local peer review and approval by our Board of Education. Each district has established a District leadership team comprised of: teachers, union representatives, principals, parent/ community focus member, SOS coach, and district administrative leaders which meets monthly to not only implement the district Rising Star process, but also oversees each school process.
 - Third, a longitudinal study will be conducted with students and educators to identify the components of the project that best serve the needs of the educational community. Through the use of surveys to students and educators, standardized test results that will follow the student through the entirety of their educational experience and possibly beyond, and successful completion of secondary and postsecondary coursework completed in high school, the Consortium will derive an accurate description of what works through technology.

D A high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects, and specialty areas.

- The consortium's plan focuses both within the consortium schools and on the surrounding region.

Within the Consortium

- Current and new teaching staff will undergo regular training and professional development activities in an effort to improve school progress towards our goals of increasing student performance and closing achievement gaps. Professional development and embedded coaching, including observation of classrooms, team meetings, and other events for participating teams of general and special educators and administrators will focus on topics that match the priorities that emerge from the review of district improvement plans.
- To address personnel supply and demand, including recruitment and retention, the consortium will partner with teacher preparation IHEs and LEAs through such programs as the Illinois New Teacher Collaborative (INTC) and the Illinois New Principal Mentoring Program (INPM). INTC is at the forefront of providing statewide leadership for promoting new

teacher induction and mentoring programs and supplying resources for those who support new teachers. INTC makes information and resources pertaining to attracting and retaining new teachers and enhancing their teaching available to schools and communities. INPM is designed to ensure that every new principal in Illinois receives a high-quality mentoring experience to assure that they have their best opportunity to thrive during the first year and beyond. The program is defined by standards and criteria that focus professional development experiences and enhance new principal leadership. New leaders receive mentoring from proven, trained mentors who are paired with new principals based on geography, grade level, and need. INPM is constantly evaluated for continual improvements to make certain that the needs of new educational leaders and their students are being met.

- The proposal addresses in section A1 the concern for attracting and retaining effective teachers and principals to rural areas by providing incentives and innovative opportunities for new and existing staff that include enhanced leadership opportunities, application of 21st century instructional methods using modern technologies, day-to-day job embedded professional development, and support for attaining advanced educational degrees.

Outside the Consortium

- The Consortium envisions that the impact of its RTTT-D plans could reach schools and students in all of southern Illinois and potentially much of northwest Kentucky and southeastern Missouri and beyond. They envision the consortium as a regional center for the staff development necessary for exemplary student preparation, a place where educators, especially in STEM subjects, become aware of the most proficient and best teaching and learning strategies, changing technologies, existing STEM subjects, and those emerging due to evolving understandings in science.
- Using project funding, the Consortium plans to host two meetings per year to be held during the school year and made accessible to educators of STEM subjects. These meetings will focus on implementation of STEM throughout the curriculum. Reimbursement to the participating institutions for all faculties (up to 180 participants per meeting) in attendance during the first two years of the grant for registration fees and substitute faculty costs will be included in the grant request with this offer being extended to underrepresented group participants for the duration of the grant.
- The technology facility upgrades will enable the Consortium to provide a facility for the training needs of its partners. The Consortium is in discussions with local community colleges to become an extension center for the colleges. In addition to the dual credit and on site escrow classes, Consortium would act as a distant campus site where community college students and faculty would interact before or after the regular high school day. Similar arrangements will be made with partners to assist them in training their staff using the equipment and technological tools acquired with this grant. This increases exponentially the learners that can be reached with the improvements this funding will offer.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12

(D)(1) Reviewer Comments:

The consortium has appropriately and fully described its practices, policies and rules that will facilitate personalized learning for three of the five criteria by (1) organizing the consortium governance structure and LEA central offices to provide support and services to all participating schools, (2) giving students the opportunities to progress and earn credit based on demonstrated mastery, and (3) providing learning resources and instructional practices that are adaptable and fully accessible to all students. Full points for these three criteria.

In the other two criteria the consortium did not address some specific points.

In the criteria for providing school leadership teams with sufficient flexibility and autonomy, the Consortium indicates that school leadership teams will have flexibility and autonomy in using data in leading and managing project activities within the school, but it is not clear whether school boards are going to give the school leadership teams sufficient flexibility and autonomy over school schedules and calendars, school personnel decisions and staffing models roles and responsibilities for educators not educators, and the flexibility with school level budgets to move funding from one budget category to another to support the needs of the schools with regard to implementing its reform plans.

In the criteria for giving students the opportunity to demonstrate mastery of standards at multiple times in a multiple combat comparable ways, the consortium appropriately described how it would implement a range of alternative assessments that would enable students to demonstrate mastery in multiple comparable ways, but they did not describe their plans for giving students the opportunity to demonstrate mastery at multiple times.

The consortium includes in the appendix a document labeled D1 Assessment Goal Table. This table appears to be a well-thought out action plan and has 4 key goals (gains in ELA and Math on district common assessments, partnership gains, and

gains in staff and leader effectiveness), activities-objectives, deliverable-outcomes, and responsible parties. The plan does not have a timeline.

Score = 12 of 15. Reduced for lack of information under criteria 2 and 4 and lack of timeline on plan.

1. Organizing the consortium governance structure and LEA central offices to provide support and services to all participating schools.
 - The consortium states that it is committed to policy review with all of the local school boards and an analysis of the infrastructure of each district with the support to make the necessary changes to support the implementation of the consortium's RTTT-D plans.
 - Boards will also develop partnerships with the Illinois Association of School Boards, Illinois Association of School Administrators, the Illinois Principals Association, and the Illinois Education Association to meet the needs at all levels of the school system for a continuous school improvement infrastructure.
 - Boards will make "school performance/student achievement" a top priority when evaluating resources, with the goal of maximizing the impact of educational staff and reducing non-educational cost.
2. Providing school leadership teams with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets.
 - The proposal states that the five local school boards in the consortium have agreed to delegate sufficient flexibility and authority to the leadership teams to provide continuous data on school performance and that school leadership teams will determine the work to be done, establish and communicate instructional goals, set high expectations, empower staff and hold them accountable for results, and effectively allocate and manages the school's resources – people, time, funds, and materials – to address school priorities and students' needs.
 - But it is not clear whether school boards are going to give the school leadership teams sufficient flexibility and autonomy over school schedules and calendars, school personnel decisions and staffing models roles and responsibilities for educators not educators, and the flexibility with school level budgets to move funding from one budget category to another to support the needs of the schools with regard to implementing its reform plans.
3. Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.
 - In order to give students the opportunity to progress and earn credit based on demonstrated mastery, the consortium plans to provide flexibility with respect to individualized learning plans such that a student can spend as much, or little, time as necessary on a topic according to their individual learning style.
 - They plan to create competency-based pathways to validate the learning of standards that occurs outside the structure of the traditional school and offer flexibility for schools to engage students in learning that moves beyond the traditional constraints of seat time and divisions among content areas. These pathways will provide opportunities for students to advance through content or earn credit toward high school graduation regardless of age or amount of time in the classroom, online, or in a setting off campus.
 - They indicate that their plans to give students flexibility in demonstrating mastery and earning credits are adapted from guidelines developed by the International Association for K-12 Online Learning that emphasize:
 - Students advance upon mastery
 - Explicit and measurable learning objectives that empower students
 - Assessment is meaningful and a positive learning experience for students
 - Rapid, differentiated support for students who fall behind or become disengaged
 - Learning outcomes emphasize application and creation of knowledge
4. Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.
 - The consortium plans to give students the opportunity to demonstrate mastery of standards in multiple comparable ways. Teachers will have the flexibility to use multiple alternative assessment practices, including essay responses, oral presentations, portfolios of compiled work, short answer questions and demonstrations of a concept/strategy.
 - To assist with the deployment of alternative assessments in the classroom setting teachers will be expected to define and teach the study skills required to ensure are successful in an actual alternative assessment event.
 - The consortium also recognizes that there will be students who find the alternative assessment methods difficult and who will need support to foster a sense of ownership and student accountability for their contributions to their own assessment.
 - They did not describe how they would give students the opportunity to demonstrate mastery of standards at multiple times.

5. Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

- The consortium is planning to provide numerous learning resources, including distance learning, digital content, and dual credit courses that are extremely adaptable to the students' individualized learning and will be made fully accessible to all students, including those with disabilities.
- The LEAs will create student-centered 21st century classrooms that respond to the learning styles of all students and are adaptable and fully accessible to all students. The consortium recognizes that creating 21st century classrooms involves more than just upgrading technology.
- In this section they appropriately describe the kinds of instructional practices they expect teachers to be using, the kind of climate and culture they expect teachers to create in the classrooms, and the supports that teachers need from administrators, coaches and other teachers to ensure success.

(D)(2) LEA and school infrastructure (10 points)

10

8

(D)(2) Reviewer Comments:

This section has five requirements, the four criteria plus the requirement that applicants submit a high quality plan to support project implementation through comprehensive policies and infrastructure and that the plan describes key goals, activities, rationale, deliverables, timelines, and responsible parties. For the four criteria, the consortium fully responded to the two criteria about data systems and almost fully responded to the other two criteria. However, despite their thoughtful responses to the criteria, the consortium did not provide a high quality plan that describes key goals, activities, rationale, deliverables, timeline, and responsible parties.

Score = 8 of 10 points. Reduced for lack of a high quality plan and lack of additional information about access and technical support.

The Consortium indicates that they have designed their plan to provide full access to content, tools, and other learning resources both in and out of school and they indicate that they will be converting all five consortium schools into full-service community schools with comprehensive academic, social, and health services for students, students' family members and community members, but they did not described in this section what they will do for students' families who do not have Internet access or computers at home.

The consortium identified a range of strategies to provide appropriate levels of technical support to students, parents, and educators and other stakeholders. While the Consortium indicated in other parts of its application that they would actively involve peer groups of students and parents in project activities, there was no discussion of using peer groups to provide technical support to other students or other families.

With regard to the other two criteria about data systems - exporting information in an open data format and using interoperable data systems - both the districts' data systems and the data systems that support the Illinois Shared Learning Environment (ISLE) platform fully meet these criteria.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12

(E)(1) Reviewer Comments:

The consortium responded in this section and in sections B2 and E4 to all three criteria for the continuous improvement process, (1) provide timely and regular feedback on progress towards project goals, (2) opportunities for ongoing corrections and improvements during and after the term for grant, and (3) monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D. Score = 12 of 15 points.

Their response to criteria #1, as indicated below, was complete and well thought out. Score = 5 of 5 points.

Their response to criteria #2 described how leadership teams would utilize progress data in the state's Rising Star continuous improvement system for ongoing corrections and improvements during and after the term of the grant but did not describe how teachers, working in teams or professional learning communities, would be using data to modify curriculum, unit plans, lesson plans or instructional practices during and after the term of the grant. Score = 4 of 5.

They responded in this section to the criteria #3 (monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D, such as investments in professional development, technology, and staff) by describing how they would monitor, measure, and publicly share information on student performance. However in sections B2 and E4 they indicate that they do plan to evaluate the effectiveness of their investments and will share publically results. Having a strong annual external review should facilitate this. Score reduced for lack of details. Score = 3 of 5 points.

Provide timely and regular feedback on progress towards project goals. 5 of 5 points

- The consortium envisions a continuous improvement process that has strong administrative leadership at the district and building levels. Building on Marzano's research on effective leaders, they expect highly skilled leaders to affect significant gains in student achievement as they plan, and act, reflect, innovate, evaluate, and use the results to begin the process over again, and the expect and celebrate continuous improvement.
- They describe a cyclical and repetitive process to facilitate the monitoring of continuous improvement that involves collecting, analyzing, and comparing current data with accurate and detailed data from subsequent time periods to identify growth and gaps; identifying innovations, and then focusing on the ones that will be most likely to close the gap and then provide needs-based professional development to facilitate their integration; creating action plans to support teachers through the change process within individual classrooms and throughout the school buildings and district; and, finally encouraging a climate of "all in" or shared responsibility among the stakeholders where accountability of each group or individual is assessed in moving students toward higher achievement.
- As noted in section C2, the Consortium schools will use the Rising Star indicators, a web-based comprehensive continuous improvement process, that is part of the statewide system of support that guides districts and schools through the procedures and practices for systemic change and instructional improvement. This system provides the foundation for Consortium's implementation of its continuous improvement system to monitor, measure, and improve its strategies for personalized learning.
- All Consortium districts will submit school improvement plans through the Rising Star system. Each plan will go through local peer review and approval by our Board of Education. Each district has established a District leadership team comprised of: teachers, union representatives, principals, parent/ community focus member, SOS coach, and district administrative leaders which meets monthly to not only implement the district Rising Star process, but also oversees each school process.
- They plan to use a nationally known, research-based electronic scoring and reporting instrument, such as AIMSweb (which Sandoval currently uses) for triennial benchmarks and weekly or bi-weekly progress monitoring of Tier II and III students.
- At the high schools, in addition to AIMSweb or other similar tool's data, the students' national percentile standards performance on the Explore, Plan and ACT will be analyzed, using the cut scores that indicate career or college readiness to identify students who score below standard, meet standard or exceed the standard. These will be analyzed annually by the District Leadership Team and shared with the building's RtI Academic Team to share with teachers.
- Quarterly formative assessments, developed by the District Assessment Team and based on content aligned to the Common Core Standards will be administered, with results used to direct enrichment or re-teaching.
- Classroom teachers will conduct weekly data checks on their assigned students. Data checks will identify students who need remediation and/or enrichment. Remedial and enrichment interventions will be designed to meet students' interests and needs.
- Individual student plans will be developed and monitored through daily RtI Tier group sessions, made possible by extending the school day to provide more instructional time.
- The RtI (Response to Intervention) Academic team in each district building will analyze new data assembled by the District Assessment Team as new data arrives. They will share these analyses with the building's instructional staff that, in a weekly Professional Learning Community meetings, will examine the analyses and check on the appropriateness of the student's current educational placement and course grades, reporting any discrepancies to the RtI Academic Team Chair.
- Assessment information from the Illinois Interactive Report Card will be analyzed and compared annually by the RtI Academic team.
- Additionally, PBIS (Positive Behavior Intervention Support) data (number of absences, office discipline referrals, late instances, and an "on track to graduate" credit audit) will be monitored through scheduled Professional Learning Community PBIS monthly meetings, or sooner if necessary.
- Students will be taught to self-monitor their own progress through the creation of a graduation plan to be monitored by an assigned mentor teacher and the student.
- A Continuous Improvement Progress Student Record form will provide a holistic view of each individual student's progress. These readily accessible records will be reviewed by the RtI Academic team at least three times a year.
- Stakeholders will learn about progress through print, electronic media, signage, informational meetings, parent/student conferences, Alert Now or a similar family contact system's celebratory calls to constituents, and a robust and interactive district website with individual student and school progress toward goals information.

- Leadership teams will share information through weekly Professional Learning Communities meetings and monthly RtI Academic Team meetings.

Opportunities for ongoing corrections and improvements during and after the term of the grant. 4 of 5 points.

- The continuous improvement process, which will be reviewed annually through multiple designated assessment tools (for example, a checklist, random interviews of students, teachers, Board members, parents, and focus group discussions) by the RTT Grant Administration Team, which serves as "Improvement Central" for continuous improvement reporting must provide multiple checkpoints for assessing student progress and employ research-based electronic monitoring to inform educators quickly for teaching purposes or curriculum review.
- At each step in the continuous improvement process, teachers who are central to the grant's implementation and students' success will be polled and expected to input ideas to support the grant's main focus – improving student achievement.
- The Illinois Rising Star continuous improvement system supports real-time monitoring and revisions of school improvement action plans so that the leadership teams at each school can use Rising Star to determine which activities have been completed, which are on track, and which require corrections and improvements in order to be completed. Schools will continue to use the Rising Star system to market their school improvement plans and market their progress to improve student achievement after the grant ends.
- Consortium did not describe in this section how teachers working in professional learning communities or teams would be engaged in using the progress monitoring data to make ongoing corrections and improvements to the curriculum, unit plans, lesson plans or instructional practices during and after the term of the grant.

The strategy to monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D, such as investments in professional development, technology, and staff. 3 of 5 points.

- In section E1 the consortium described how it would monitor, measure, and publicly share information on student performance (as noted in the bullets above), but it did not describe in this section how it would monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D, such as investments in professional development, technology, and staff.
- In section B2, they state "One of our on-going goals has been to ensure 100% transparency on every level including expenditures, processes, practices, investments as well as results."
- In section E4, they state "We will evaluate the effectiveness of the investments made with RTT-D funds through overall performance measurements across all participants such as teachers, principals, students and parents. Professional development will be focused and targeted to specific district needs."
- They responded to this criteria but did not provide sufficient details and their example of evaluating PD with teacher surveys misses the point of PD - changing classroom practice.

(E)(2) Ongoing communication and engagement (5 points)

5

5

(E)(2) Reviewer Comments:

In this section and in sections B4, C2, D2, and E1 the consortium has described a variety of strategies for ongoing communication, dialogue and engagement with stakeholders including the Boards of Education of consortium LEAs, parents, students, teachers, community members, and partners. They envision communication, dialogue and engagement occurring on an ongoing basis through social media and email as well as weekly, monthly, quarterly, and annually through print, electronic newsletters, webinars, face-to-face or phone interviews, informal coffee chats in community locations, team presentations and educational conferences and other venues, and biannual regional STEM conferences held at the consortium. They see students making visible the electronic advances of the district by working at home with electronic self-pacing educational programs as well as students producing videos on timely events, topics and grant progress that can be distributed over the consortium's local area Internet network. Just as the consortium sought internal and external stakeholder input and involvement in the process of preparing this grant application, they envision that same level of input and involvement to continue during the life of the grant and after. Score = 5 of 5.

(E)(3) Performance measures (5 points)

5

2

(E)(3) Reviewer Comments:

The consortium has provided 14 performance measures. The applicant-proposed performance measures address students in grades 3 and 6-12. All but 2 of the academic measures use the annual state ISAT and PSAE assessments that are not leading indicators. There is no rationale presented for the applicant-proposed measures and there do not appear to be any measures that relate to one of the largest components of the proposed plan, the expansion of STEM programs of study. Nor are there any measures that appear to be linked to 21st century skills, another major component of

the plan, or to the theory of action that undergirds the project - that the student is at the center of his/her learning.. The annual targets do not appear to be ambitious and generally show linear growth of 2 – 5% per year. They do indicate that schools will review their performance measurements on a regular basis and determine whether or not the measurement is sufficient in gauging student progress. Score 2 of 5 points.

Rationale for selecting that measure

- The consortium is using annual ISAT performance as its academic performance indicator. This is not a leading indicator. Elsewhere in the proposal they describe using AIMSWEB effectively as a leading indicator in Sandoval.
- No rationale is provided for selecting office referrals and attendance as leading indicators. They do not explain how they are calculating the % referrals.
- The %s in measures #1 & 2 are the same but the % effective teachers should be higher than the % highly effective because % effective includes both % effective and % highly effective.
- Measure 3 states it is about all students showing gains, but the %s in the table appear to be % proficient.
- In the narrative, measure #6 for grades 6, 7, 8 is described as attendance. In the tables, it is ISAT performance.
- Measures #6 & 11 are about ISAT and PSAT performance but don't indicate if these are for Reading, Math, or both.

How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern.

- The consortium states that office discipline referral and attendance data will be monitored on a continual basis to identify students in need of support. Those supports will be provided in a timely manner to enhance the educational equity for the students identified at-risk or high needs.
- Schools will review our performance measurements on a regular basis and determine whether or not the measurement is sufficient in gauging student progress.
- The growth targets in measures are not ambitious. Most goals have a linear 2 to 5% growth rate from year to year. If the project is having an impact, one would expect to see more substantial growth in years 3 & 4 of the grant.
- A major focus of the project is significantly expanding STEM yet there are no performance measures for math or science or growth % of students taking and/or passing STEM courses.
- There are no measures that appear to be linked to 21st century skills, another major component of the plan.
- There are no measures related to the theory of action, which is the student is at the center of his/her own learning.

(E)(4) Evaluating effectiveness of investments (5 points)

5

4

(E)(4) Reviewer Comments:

The consortium states that it will engage in an extensive external review process partnering with Illinois State University and Illinois Association for Supervision and Curriculum Development. The external review process will focus on fidelity of implementation of research based strategies, RTT-D goals, performance measures, and outcomes. The University will be part of the IARSS Governing Board, which will meet on a regular basis to monitor progress and make any changes necessary to remove barriers that impeded progress. The budget indicates that this will be an annual external review.

This should be a highly effective approach to ensure the effectiveness of investments.

They also indicate that professional development will be focused and targeted to specific district needs and that schools will work with consultants and other recognized experts to ensure each staff is afforded quality professional development. But they are proposing teacher surveys as their only measure of the effectiveness of the professional development rather than conducting classroom observations based on Danielson's Framework of Teaching, which the Sandoval and Egyptian districts are piloting this year as part of the new state-mandated Teacher Evaluation system, to determine if the professional development leads to measurable changes in teacher practice. Score = 4 of 5

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8

(F)(1) Reviewer Comments:

- The consortium's budget is within the required range, appropriately identifies all of the funds that will support the project

- and identifies the funds that will be used for one-time investments versus those that will be used for ongoing operational costs. They provide an explanation of the line item costs and link these costs to proposed activities.
- The 8 project budgets are linked to the 8 elements in the design for the Great-8 RTTT-D proposal, but a number of line items are distributed equally across all eight project budgets each year. This means it is difficult to determine the investment costs for each element and therefore will be difficult to calculate the return on the investment for each element.
 - Almost all line items appear to be reasonable and sufficient to support the development and implementation of the applicant's proposal.
 - One exception is the salary costs for the instructional coaches. The job description for the instructional coaches is surprising that it does not require that the coaches be effective or highly effective teachers and the salary proposed is \$18,000 – only \$3,000 more per year than the salary for the Instructional Technology Technician.
 - A second exception relates to text in section C2 that describes two regional STEM meetings per year for which the Consortium would subsidize participant expenses and travel by STEM teachers to conferences, but no funds were explicitly allocated for these activities in the budget.
 - Score = 8 of 10 points, reduced for the lack clarity in program element budgets, underfunding the instructional coaches, and not including expenses for the STEM meetings and conferences.

(F)(2) Sustainability of project goals (10 points)	10	8
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(F)(2) Reviewer Comments:

This section had three requirements: (1) provide a high-quality plan for sustainability of the project's goals after the term of the grant that includes key goals, activities, rationale, deliverables, timeline, and responsible parties; (2) provide evidence of support from state and local government leaders; and (3) provide evidence of financial support after the term of the grant.

The consortium has a credible plan for sustainability of the project's goals after the term of the grant. Their plan for sustainability is built into the design for the four-year project. Its goal is to build leadership and capacity within the consortium and its partners to ensure that the eight elements of the design will continue after the grant ends without the need for large personnel investments. They have strong local and state support from leaders and partners for embarking on the project and they state that they plan to keep all of these parties engaged and involved throughout the project.

Establishing collaborative relationships with agencies/institutions as early as possible and constantly cultivating them will make partners a valuable, long-term asset. Allowing all parties to make contributions that can be maintained will be necessary for success. For example, if partners work together to create a service delivery system (on-line classes, professional development through distance learning) that can remain in place it can be ongoing. Partnerships lend themselves to establishing revenue streams that would be helpful in sustainability.

These two elements, capacity building and partnerships, make their plan for sustainability a strong one, even if they have not yet secured support and additional funding for after the project ends. It is not a high-quality plan because it lacks key goals, activities, rationale, deliverables, timeline, and responsible parties

Score = 8 of 10, reduced from 10 because they have not secured after-project support and funding and because they have not submitted a high quality plan that includes key goals, activities, rationale, deliverables, timeline, and responsible parties.

- While the consortium has secured support for the project from state and local government leaders to embark on this project, it has not yet secured their support for sustaining the work after the project funding ends. The consortium members will focus on reallocation of current funds as well as seek additional funding to maintain all aspects of the eight elements after the end of the project. Affordability will also be addressed by pooling the resources of everyone in the consortium including partners. Pooling resources will begin during the project and is assumed as part of implementing the project budget.
- State and local support after the project ends, along with financial support, will depend on the consortium engaging key local and state leaders and business partners in the STEM Learning exchanges during the life of the project, achieving its intended outcomes, demonstrating effectiveness through its external reviews, and widely communicating its successes.
- They have strong local and state support from leaders and partners for embarking on the project and they state that they plan to keep all of these parties engaged and involved throughout the project, which should enhance prospects for after-project support and funding.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The consortium presents a strong proposal for a Competitive Priority grant to establish new partnerships to provide the full implementation of wraparound services desperately needed within their schools to support the high needs children in Tier 3 and their families who cannot and do not function well without additional supports. Its responses to criteria 1-5 are well defined and complement and support the in their main RTTT-D plan. The only weak spot is in their choice of a performance measure for criteria #6, a choice that does not support the range of anticipated results from this important project. Score = 9 of 10.

1. Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations to support the plan described in Absolute Priority 1.
 - The consortium is proposing a Competitive Preference Priority to establish new partnerships to provide the full implementation of wraparound services so desperately needed within their schools to support the high needs children in Tier 3 and very often their families who cannot and do not function well without additional supports.
2. Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes and family and community supports results.
 - For its RTTT-D application, the consortium has identified the following pathway to success for its participating students: children enter kindergarten prepared to succeed in school, exit third grade reading at grade level, and graduate from high school college and career ready while family and community supports the student.
 - For the Competitive Preference Priority the Consortium proposes the seven new partnerships and intended results listed below. These results directly support attaining the pathway to success for the RTTT-D project for these high-need Tier III children.
 - 1) Early Childhood/Head Start: Children enter kindergarten prepared to succeed in school. Partner programs will coordinate with the districts.
 - 2) Mental Health: Children are on target to graduation. Social and emotional stability allows them to focus on educational goals.
 - 3) ISBE/IL Extension/Dairy Council Nutrition Programs: Students are healthy and receive the proper nutrition and exercise.
 - 4) ROE/Community Colleges, Adult Education Programs: Students are career ready upon graduation. Continuing education and job skills training.
 - 5) Faith based Organization: Students are meeting common core state standards through tutoring and mentoring programs.
 - 6) Community Health: Student medical needs are met.
 - 7) Special Education Cooperatives: IEP and 504 students are on grade level with age appropriate peers. Physical, Occupational, Speech, Hearing and Vision therapy are supported by all partners.
- (3) Describe how the partnership would –
 - (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students.
 - Indicators will be tracked utilizing the personal learning plan for each student. All referrals, academic records, specific needs of the student will be reported in this plan. The follow-up on each student will indicate the need for continuing interventions or additional interventions that will address the situation.
 - Teams comprised of representation of all partners will evaluate each component of the wraparound.
 - A data management system will be used to record interventions and specific benefits and weaknesses will be recorded for each. Establishing the protocols for such interventions will assist members when discussing them for other students. The data collected in the personalized learning plan will guide the conversation of the support team.
 - Individual goals for students, based on their action plans, will be monitored using a data system that integrates with the action plans of the First Responders Team, similar to the Rising Star system.
 - a. Use the data to target its resources in order to improve results for participating students with special emphasis on

students facing significant challenges.

- The paramount question in providing services to the individual student with needs, “What does this student need to be restored to the path leading to high school graduation, a successful job, or college enrollment – i.e. improved and balanced quality of life?” The resulting list based on leading data indicators will encompass the service action plan.
 - We will use the data gathered to determine how to prioritize our resources, and integrate other services that address social-emotional and behavioral needs for participating students by identifying the individual student’s needs and forming a support system for the student while at the same time ensuring that the student has access to academic instruction and maintains a connection to the home school.
 - To do this will require regularly scheduled conferences, either in person or through electronic individual or group sharing media, to (1) analyze assessments and progress the student is making toward his goals and (2) implement the next steps of the student’s comprehensive integrated action plan.
 - Participants in these conferences could include teachers, administrators, health care providers, guidance or social worker personnel, community intervention or treatment specialists, mental health counselors, parents/grandparents/guardians, clergy, and/or the student, as age appropriate.
 - The community outreach/liaison coordinator will create and continuously update the list of community service providers, agencies, and professionals available to work with students and/or their families as problems arise.
 - A library of informational folders with description of various services, location and contact persons as well as a collection of resources available for loan to parents, such as books on a variety of special needs topics and updated lists of the network of providers will be housed in each building.
 - Communication regarding the availability of these resources will be made through a vibrant school website and school publications, such as a school handbook or newsletter.
- b. Develop a strategy to scale the model beyond the participating students to at least other high-need students and communities in the LEA or consortium over time.
- The model will be scaled up as the strong partnerships are established and the data is sound in the interventions that are needed for the consortiums high needs population of students and families.
 - The consortium will focus on building a network across central southern Illinois with a student-centered focus.
- c. Improve results over time.
- The consortium will improve results over time by providing quality community and regional partnerships to increase equity to its student population identified as “high needs”.
 - Rural school districts face many challenges such as lack of local community resources and support services. The school will be the hub of the community to advocate for these partnerships and serve as the advocate for our at-risk student population. Increasing access and equity in high poverty districts will result in increased student outcomes.
4. Describe how the partnership would, within participating schools, integrate education and other services for participating students.
- In an effort to integrate education and other services, a First Responders type of “critical care” team, comprised of GREAT 8 employees and school personnel, will be selected at each school to review the student’s academic and behavioral records and enlist information from persons associated with that student as to the student’s history and behaviors that are affecting school performance negatively.
- (5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools by providing them with tools and supports to –
- (a) Assess the needs and assets of participating students that are aligned with the partnership’s goals for improving the education and family and community supports identified by the partnership;
- Their data system will provide a variety of information to help assess the needs and assets of the student. Basic student data, such as custodial parent/guardian, address, contact information, schedule, grades, etc. are available on student data bases within each building.
 - Beyond that, interviews with the student and/or student’s family will provide a platform for fact-finding to identify and document needs. School documents that are available, such as transcripts, grade reports, teachers’ anecdotal records, behavior reports, or outside consultant’s reports will be reviewed by the First Responders Team who meets monthly, but more often when a student is in crisis. Family needs as they relate to supporting the student toward school success will be noted and addressed by providing linkages to related community support or mental health agencies for follow-up.
 - The consortium will also promote the Illinois Social and Emotional Learning Standards through professional

development for staff and workshops for parents and partners.

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports identified by the applicant.

- The consortium will perform a regular analysis of the needs and assets of both the school and community to ensure that we have a proper balance of assets to accommodate a variety of needs.
 - As noted above, the community outreach/liaison coordinator will create and continuously update the list of community service providers, agencies, and professionals who will be available to work with our students and/or their families as problems arise. A library of informational folders with description of various services, location and contact persons as well as a collection of resources available for loan to parents, such as books on a variety of special needs topics and updated lists of the network of providers will be housed in each building.
- c. Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students and support improved results.
- The decision-making structure for the main RTT-D grant will also support the Competitive Priority grant. The 7 member Board of Directors, comprised of each school's District Superintendent, a representative of the Illinois Association of Regional School Superintendents, and a representative of Illinois State University/Illinois Association for Supervision, Curriculum and Development, will meet quarterly.
 - A Director will oversee the operations of the grant activities within the five schools. A Process Manager will provide clerical, bookkeeping and communications services to five part-time District Grant Administrators who will each work with one of the 5 building-level principals to supervise the work of 5 shared instructional coaches who are content specialists, 5 community/parent outreach workers, 5 social worker/guidance providers, and 3 shared Instructional Technology staff members. The School Grant Team is responsible to the District Grant Administrator, all of which work with the centralized Process Manager. The District Grant Administrator collaborates with the Building Principal and reports to the Consortium Director who reports to the Board of Directors.
 - Within each building the First Responders Team and any other similar entities would report to the District Grant Administrator within that building. Decisions being considered for action will be shared with the building principal and/or superintendent to arrive at a collaborative decision that considers human capital, funding, grant requirements, Board policy, school rules, scheduling, efficient implementation strategies and sustainability consideration.
- d. Engage parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs.
- Parent engagement and participation will be reciprocal. The school will conduct regular parent-teacher events to keep the parents and families involved in both discussing new methodologies as well as the decision-making process for adding additional services aimed at improving overall college readiness. Some of these will include State test reviews to help parents understand the information presented. Individual interviews and parent conferences will be scheduled to discuss their child's needs and offer suggestions. A parent advisory council will meet quarterly to learn ways the school is working to provide a high quality education for their child, sub sequentially asking questions and make suggestions for improvement.
 - The Outreach Coordinator will preview the archived family and community engagement webinars available on the Illinois state Board of Education website. These and other resource material available at the website will be used by the parent advisory council to develop an active parent support group for each school's students.
- e. Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems
- In order to frequently assess progress, the consortium's plan calls for 100% transparency and logging all relevant data to help measure progress at any point in time. Surveys will be used to routinely assess the progress affected by the grant. Evaluation questionnaires will be completed at each parent event. The grant administrator and school administration will make arrangements for parents to complete the Family Engagement Tool, provided by the Illinois State Board of Education to gather information on a variety of school-related endeavors

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

The consortium has proposed using one of the performance measures (#3) in its RTTT-D application - All students will show gains in their state standardized achievement test. Currently that is the Illinois Standards Achievement Test (ISAT) in grades 3 and 8 and the Prairie State Achievement Examination PSAT in grade 11. However, this measure does not reflect the range of anticipated results described above for the range of new partnerships. This is the only weak spot in

their proposal.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This is an ambitious and comprehensive proposal from a consortium of five small rural school districts in south central Illinois that are passionate about creating a better future for their children. They are trying to do in rural Illinois what Geoffrey Canada is doing in Harlem with a fraction of the resources.

It is an ambitious proposal because only two of the five districts have been actively involved in school improvement grants over the past several years and they are just beginning to see results. Yet they intend to transform all of the schools in the consortium and through partnerships with colleges, STEM businesses, community groups, and health and social service agencies have a broader impact in the region.

It is a smart proposal because it builds on existing partnerships with local colleges and universities and leverages the work that Illinois is doing for RTTT3 to implement the Common Core State Standards, create a statewide system for Shared Learning Environments to support personalized learning for students that is free from the traditional constraints for seat time, ramp up statewide STEM Learning Exchanges and STEM pathways and programs of study that enable students to progress from elementary school through high school and post-secondary college and career opportunities, and create 21st century learning environments where students develop the skills to thrive in the future.

The consortium has appropriately addressed in its proposal all of the main criteria for Absolute Priority #1 but the proposal does have some rough edges. Different consortium members probably worked on different sections and information about a specific criteria may turn up in several sections or may not make the appropriate references. There are a few spots where their responses need to be strengthened, but this is in the context of an overall strong proposal.

Total	210	172
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Race to the Top - District

Technical Review Form

Application #0416IL-2 for Sandoval C.U.S.D. #501

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

(A)(1) Reviewer Comments:

The Sandoval USCD #501 plan meets the requirements of this criterion by addressing the core educational assurance areas through such activities as assessing students and analyzing data to inform instruction and helping students succeed in college and the workplace; to recruiting, developing, rewarding and retaining effective teachers and principals; and to turning around low-achieving schools. The applicant implemented Common Core State Standards for high school students in the areas of

English/Reading, Math and Science. The aApplicant employs the elements of the Great 8 program as its strategy for addressing personalized learning. throughThe program includes, for example, higher order thinking skills and questions, problem solving, reflection, self-assessment and communication skills.

- Common Core State Standards (CCSS).
- Pacing guides aligning content to Common Core State Standards.
- Formative and Summative-Weekly formative assessments to monitor students' learning.

Pacing guides were used to ensure all teachers met the goals set out in the CCSS standards. The applicant demonstrated recognized significant improvement in the past four years. Both formative and summative assessments allowed the students' learning to be monitored and to identify what subjects students had mastered.

2) Sandoval C.U.S.D.#501 School District created opportunities to deepen student learning in the areas of:

- Curriculum focused upon cross-content literacy.
- Inquiry and innovate thought.
- Student-driven communication procedures.
- Constructivist learning environment for students.

Sandoval C.U.S.D. #501 has a proven record of deepening student learning by implementation of a project-based approach that starts with pre-kindergarten and continues throughout high school. The applicant's implementation of 21st Century skills in the classroom has enhanced students' ability to have access to, manage, integrate and evaluate information by using skills such as word processing, e-mail, presentation and having a global perspective. These skills enhanced the students' learning environment by using technology tool laptops, netbooks, tablet and smartphones, which provided the students an opportunity to engage and to take ownership of their own learning.

3) Sandoval C.U.S.D. #501 School District addresses increases in equity based on student academic interests in the areas of:

- Polling students on their career interests and offering classes (based on student inquiries).
- Vocational Centers provided varied career and college experiences and college credit.
- Students setting personal goals.
- Individual learning plan (students becoming accountable for their own learning).
- Opportunities for students to serve as ambassadors and help develop leadership and communication skills.

Sandoval C.U.S.D #501 School District provides different opportunities for students to participate in college courses through college programs. One of the programs called "College Now" is a Dual Credit class that provides college experiences for the student. Another program, Summer Bridge allows students to take classes between their junior and senior years while sophomores can enroll in online courses. These programs help students transition from high school to college. Students learn what is expected of them which will lead to successful graduation from high school and college enrollment. The applicant provides a hands-on learning by providing an agriculture course. It also polls students on their career interest and offers new classes to match the request. The overall graduation rate is 77%. The evidence shows increases in graduation and college enrollment rates.

Applicant shows strong alignment with Absolute Priority 1's goal to "increase the rates at which students graduate from high school prepared for college and careers".

I have scored this criterion is scored in the high range.

(A)(2) Applicant's approach to implementation (10 points)

10

8

(A)(2) Reviewer Comments:

Sandoval C.U.S.D.#501 facilitated a rigorous selection process for participating schools to meet the eligibility requirements. Each of the schools is implementing in Common Core State Standards, partners with other schools and provides teacher and student evaluations. By partnering with other schools, they share ideas and the data. The raw data shows a 50% of participation rate, which Sandoval is looking to improve.

Sandoval C.U.S.D. #501 provided a list of participating schools, and data on participating students.

(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>1) Sandoval CUSD #501 describes how they will support reform district-wide. A consortium of five schools: Ramsey CUSD #204, Centralia, HSD #200, Sandoval CUSD #501, Egyptian CUSD #5 and Vienna HSD #133, used a model called Genuine Reform for Educational Assessment and Teaching & Program Reform Elements (GREAT-8). This model will improve student learning outcomes through performance assessments, both formative and summative, personalized learning environments, complete alignment with Common Core State Standards, internet access wireless capabilities, summer school programs, and community outreach programs.</p> <p>One of the areas of concern is when the applicant mentions having only one participating teacher to supervise students attending before and after school programs.</p> <p>Sandoval CUSD demonstrated that their proposal can easily be scaled up to include other districts by following and implementing the systemic approach by allowing this model to be use across the state. Others schools seeking to adopt this model should consider including participants with significant school reform experience.</p> <p>A logic model was developed to structure goals, objectives and outcomes through a closed loop improvement process. The grant will provide the capital necessary to purchase the required technology, develop the required curriculum, establish the necessary community outreach programs, and develop an assessment system to measure outcomes.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
<p>(A)(4) Reviewer Comments:</p> <p>A) (4) (a) Performance on summative assessments (proficiency status and growth)</p> <p>The summative assessment includes the regular state assessments, classroom semester exams and other end-of-course examinations. Annually, Illinois schools receive data relative to student performance on summative assessments, either ISAT or PSAE. This data must be analyzed by looking at the performance of all students, but also the performance of demographic groups such as low SES, gender specific, ESL, IEP/non IEP, and diverse populations. The applicant shares this data through School Report Cards, with the public, with Boards of Education, and classroom teachers to determine areas of strengths and weaknesses.</p> <p>State assessment data provides one source of summative assessment information relative to how the students are progressing. Other indicators that are either end of course or end of year summaries can be used to measure progress of students as well.</p> <p>Types of Summative Assessment:</p> <ol style="list-style-type: none"> 1) Examinations, such as major, high-stakes exams (ISAT, PSAE); 2) Final examinations (summative end of course assessments); 3) Term papers (drafts provide data as formative assessments); 4) Projects (project phases submitted at various completion points could be formatively assessed); 5) Portfolios (will also be assessed during its development as a formative assessment) 6) Performances or Products 7) Instructor self-evaluation. State approved ISAT and PSAE tests will be used as the methodologies for determining status (proficiency) and growth (change in achievement levels). <p>The applicant provides charts in a part of the application that showed the percentage of students meeting and/or exceeding the Illinois Learning Standards, and annual projected levels of achievement (goals). These goals are ambitious, achievable, and are equal to or exceed Illinois ESEA targets.</p>		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12
<p>(B)(1) Reviewer Comments:</p> <p>Sandoval CUSD #501 stated that significant improvement through reforms in the Consortium's persistently lowest-achieving schools has occurred over the past 4 years. The applicant provides information about the changes that have occurred. For example, reform started with strong leadership followed by data-based decision-making alignment, quality and frequent assessment for learning, community. Also, the Consortium schools share a goal of improved student achievement. According to the chart, the Applicant shows information of some gains from the Illinois Standards Achievement Test (ISAT) from 2010-2011, but was unable to show 2011-2012 because the data was not available for them. The margin that the Applicant projects for 2012-2013 is low.</p> <p>Significant improvement through reforms in the Consortium's persistently lowest-achieving schools have occurred over the past 4 years. Comprehensive school reform starts with strong leadership followed by data-based decision-making, curriculum alignment, quality and frequent assessment for learning, community involvement and education, and intervention to develop the whole child – cognitively, socially and psychologically. In a poor, rural, very small community, reform is definitely contingent on all people working toward the same goal. The Consortium schools share a goal of improved student achievement and competent, confident and fit lifelong learners. The administrators are instructional leaders with strong work ethics and subject matter competence. They follow the motto "whatever it takes" and are willing to make the tough decisions and changes necessary for students to succeed. Teachers who have not performed satisfactorily have been dismissed. Daily lesson plans aligned with the Common Core Standards are now required while office discipline reports are handled effectively and efficiently.</p> <p>Student performance data is available to students, educators and parents through a web parent portal which includes quarterly analysis of Aims web data for monitoring weekly, bi-weekly. Also, the applicant has implemented personal communication and guidance for students with an Individual Progress Plan that provides test data for sharing at conferences, and goal-setting. Formative assessments, written by teachers and supervised by STI, a national educational consulting corporation, are given quarterly to be sure the students are learning the standards-aligned content based on Common Core State Standards. A new teacher evaluation program based on the Illinois Performance Evaluation Reform Act and the Danielson Framework and developed cooperatively with teachers, Board members and educational experts is currently being implemented with the student growth component being developed to pilot in the 2013-2014 school-years. Daily instructional coaching is occurring at the high school based on expert teachers' and administrators' observation and self-reported needs of teachers. Teachers' personality types have also been assessed by MBTI practicing professionals and they have planned differentiated professional development based on personality types, which will help them understand how they teach and how that impacts the way their students respond to their teaching. Teachers are posting daily targets, writing lesson plans aligned to the standards, and quality assessment planning will be emphasized in professional development. Because the students are mostly from poverty, book studies have been used to hone skills for teaching low SES students.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>The Applicant ensures 100% transparency on every level including expenditures, processes, practices, investment as well as results</p> <p>The Applicant stated in its application that Illinois maintains several public web sites to provide a wealth of financial and educational data. One such site is the Illinois Teacher and Administrator salary database which provides salary information, first and last name, school, city, job title, and years of state experience for all job titles including teacher, school-level instructional and support staff. This is a fully searchable database and is available to the public without any restrictions. The data is reflective of the Common Core of Data available on the National Center for Education Statistics website that is reference in the application.</p> <p>Another location for publicly available data is the Illinois State Board of Education which lists the current year budgets. This shows spending for equipment, administration, academic improvement. For example, each school district is required to have a copy of the current fiscal year budget on its web site which includes base salary, pension contributions, insurance costs, and sick leave, as well as any vacation days that an administrator may receive as fringe benefit. Each district is now required to</p>		

have a copy of the current fiscal year employee compensation report on its website. This report lists teacher salaries as well as insurance benefits. Districts are required to have annual statement of affairs for the current fiscal year posted on their website. All the above mentioned data help to ensure 100% transparency on every level throughout each school district.

(B)(3) State context for implementation (10 points)	10	9
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(B)(3) Reviewer Comments:

Sandoval CUSD #501 explains in great detail the successful conditions and sufficient autonomy requirements allowing school district to make decisions in the areas of learning objectives, and the implementation of personalized learning environments.

The Applicant scores strongly in this criteria.

(B)(4) Stakeholder engagement and support (10 points)	10	10
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(B)(4) Reviewer Comments:

The applicant demonstrates a high value on stakeholder involvement and notes that meaningful change is possible only with their support. Modeling one Consortium school's principal/teacher improvement process, each of the 5 participating schools has involved the relevant stakeholders in the development of the RT-D grant. The theme of these meetings is always, "What can we do to make our students more career and college ready?" Initial meetings among staff, administration and Boards of Education provided opportunities to discuss the requirements of the grant and to receive valuable feedback.

The teacher organizations in each district were approached in the initial stages of planning and the RTT-D and its requirements were explained. Each organization made the decision to go forward with the proposal and requested that they be active participants in the process. For example, Sandoval and Egyptian teachers were familiar with many components of the grant and immediately began to make recommendations regarding student assessment, curriculum alignment, and the necessary professional development.

Four of the 5 participating schools have a teacher's union and full support. Egyptian, non-union affiliated, has a letter of support from more than 70% of the teachers. In the Appendix are several letters of support from key stakeholders including Illinois Association of Regional Superintendents of Schools (IARSS), Illinois Association of School Boards (IASB), Illinois Association of School Administrators (IASA), Illinois Principals Association (IPA), Southern Illinois University-Carbondale (SIU-C), Shawnee Community College, Kaskaskia College, Southern Illinois Healthcare, parents and/or residents of the districts, teachers of the districts and students of the district.

(B)(5) Analysis of needs and gaps (5 points)	5	5
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(B)(5) Reviewer Comments:

The applicant demonstrates by modeling their plan for personalized learning environments using Individualized Learning Plans and the Illinois Shared Learning Environment. The learner at the center is the logic that supports this proposal. Consortium schools have begun the process of focusing on the individual learner and these strategies will be implemented and expanded upon throughout the consortium. Centralia High School has begun to implement personalized learning environments for all students through its guidance department

As a whole, the gaps which exist, on the annual, state AYP data for all schools in the consortium, exist between the economically disadvantaged and special education students as compared to the general student population. The data shows that those two subgroups historically perform lower than the general population.

Achievement gaps between low-income and non-low-income students tend to be greater than those of various ethnic groups. The greatest achievement gap lies with students that have an IEP (Individualized Educational Plan) and those without an IEP. There has consistently been a 50-60% achievement gap between students with and IEP and those without an IEP for the last 10 years in both reading and math.

The applicant explained the achievement gap for low-income and non-low-income students has ranged from 10-35% in the last 10 years. The comparisons were made based on the percentage of students meeting/exceeding the benchmarks in each group for the PSAE (Prairie State Achievement Exam). Each district in the consortium has contributed to resource mapping in all communities and how those resources are currently addressing these gaps

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18
<p>(C)(1) Reviewer Comments:</p> <p>The applicant provided a high-quality plan addressing the various components of this selection criterion.</p> <p>Beginning with a student's freshman year, the guidance department meets with each student a minimum of two times per year to set goals, identify needs (both academic and social), and to plan a path for post-secondary success. Starting with the 2013-14 school year, all teachers will have access to the personalized learning environment for all students to use as a needs assessment tool when developing high quality lessons and assessments. With the securing of new monies through the RTT-D grant, this program will be expanded to allow for more face-to-face meeting time between student, guidance counselor, and teacher. As a whole, the gaps which exist, on the annual, state AYP data for all schools in the consortium, exist between the economically disadvantaged and special education students as compared to the general student population. The data shows that those two subgroups historically perform lower than the general population. Achievement gaps between low-income and non-low-income students tend to be greater than those of various ethnic groups. The greatest achievement gap lies with students that have an IEP (Individualized Educational Plan) and those without an IEP. There has consistently been a 50-60% achievement gap between students with and IEP and those without an IEP for the last 10 years in both reading and math. The achievement gap for low-income and non-low-income students has ranged from 10-35% in the last 10 years. The comparisons were made based on the percentage of students meeting/exceeding the benchmarks in each group for the PSAE (Prairie State Achievement Exam). Each district in the consortium has contributed to resource mapping in all communities and how those resources are currently addressing these gaps.</p>		
(C)(2) Teaching and Leading (20 points)	20	18
<p>(C)(2) Reviewer Comments:</p> <p>The applicant presented a high-quality plan for improving teaching and leading by personalizing the learning environment justifying the high score for this criterion.</p> <p>Sandoval CUSD # 501 has established a solid foundation at the secondary level but realizes that elementary schools have not typically followed progress in the area of alignment with college & career readiness, but has committed to assure that students entering at the elementary level will be introduce program called Great-8 at all grade levels. All instructors will be trained in the Great-8 program which will personalize the learning environment as well as strategies. Other strategies include delivering high-quality instruction, and interventions, school and district personnel are required to participant in professional development and follow-up support. The emphasis will be on reading and math to help diverse learners in their district.</p> <p>In addition, "i-Tunes U" classes would allow students access the course materials 24/7. Surveys of students and educators will identify the best way to serve the needs of the educational community.</p> <p>Sandoval CUSD # 501 has established The District Leadership team made up of teachers, union representatives, principals, parent/community, focus members, SOS and district administrative leaders, which oversees each school process once a month.</p>		

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

Sandoval demonstrate practices, policies, and rules that facilitate personalized learning by

(a) Organizing the consortium governance structure (as defined in this notice), to provide support and services to all participating schools

- The consortium is committed to policy review all of the local school boards
- Partnerships will be developed with entities such as the Illinois Association of School Administrators, the Illinois Principals Association and Illinois Education Association
- School-site leadership team comprised of educators, parents, community partners

(b) Providing school leadership teams in participating schools with sufficient flexibility and autonomy.

- Leadership teams will determine the work to be done based on prioritized indicators that lead to improvement.
- Principal and leadership teams will collaborate and communicate instructional goals for school success
- School staff members will share leadership responsibilities and participate in decision making that advances the school's mission.

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

- GREAT-8 project give students flexibility to individual learning style
- outside the structure of the traditional school
- Pathways provide opportunities for students to advance through content or earn credit toward high school graduation in the classroom, online or in settings off campus

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

- Students advance to higher-level work by demonstrating mastery of standards rather than according to age.
- Students are evaluated on performance
- Learning profile and academic plan for every child

(e) Providing learning resources and instructional practices that is adaptable and fully accessible to all students, including students with disabilities and English learners.

- Sensory characteristic, such as auditory, visual, kinesthetic, tactile
- Cognitive approaches such as abstract/concrete, sequential/random

The applicant scores high on this criterion.

(D)(2) LEA and school infrastructure (10 points)

10

10

(D)(2) Reviewer Comments:

Sandoval CUSD #501 shows strong evidence of ensuring all students and other stakeholders will have access to the content, tools, and resources to ensure a student is progressing towards career and college readiness.

- Full Service Community schools providing comprehensive academic, social and health service for students and family members.
- High-quality early learning programs and service;
- Remedial education aligned with academic support
- Family engagement including parental involvement,
- Technical support made available in a standard format to allow importation into third-party analysis tools
- Districts will use their current data systems to train parents on how to access their child's data.
- Interoperable data systems can be shared across all schools.
- Illinois developed a data system (IIRC) that is accessible to everyone.
- Instructional improvement systems data is available for each school district.

The applicant scores high on this criteria.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	13
<p>(E)(1) Reviewer Comments:</p> <p>Sandoval CUSD #501 demonstrates strategies for a continuous improvement process that will provide timely and regular feedback during and after the term of the grant in their six step plan.</p> <ul style="list-style-type: none"> o School must continue to identify and clarify the core beliefs that define the school's culture. o Focus on shared vision and core beliefs o Collect, analyze compare detailed data to see what gaps exist o Identify innovations o Create an action plan to support teachers o Encourage a climate were all stakeholders are accountable for moving students toward higher achievement. <p>Sandoval stated that assessment information will be from the Illinois Interactive Report Card and be compared annually by the Rtl academic team. However the applicant will measure progress by the percentage of students in disaggregated groups who are below, meet or exceed standards. Students will be taught to self-monitor their own progress through graduation. Overall the Applicant shows a well thought out plan to continue to improve the implementation of the grant.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The Applicant has a high-quality plan for conducting ongoing communication, which includes meeting regularly with internal and external stakeholders to ensure there is open communication and dialog. Communication and engagement includes Parents/Community Liaison. There will be Parent Assessment Seminars, which will provide information on student goals and courses.</p> <p>The Applicant shows strong evidence in this area and scores high.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>Sandoval CUSD #501 demonstrates many students scoring above the 75% on the ISAT but evidence shows that the targeted students – low-SES, and Special Education – score very low. According to their projection, those students will be making a 5% gain.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The evaluation will include surveys of teachers and a review of the fidelity of implementation of research based strategies.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>Sandoval CUSD # 501 presents a budget that is reasonable and sufficient to support the planned activities. The budget</p>		

categories include:

- o Professional Development
- o Personnel
- o Equipment
- o Supplies and Materials
- o Contractual

The overall summary is substantiated and this part of the criteria scores high.

(F)(2) Sustainability of project goals (10 points)	10	7
(F)(2) Reviewer Comments: Sandoval CUSD # 501 presents a plan for sustainability of Project Goals after the term of the grant. However, the plan does not adequately describe support from government leaders.		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10
Competitive Preference Priority Reviewer Comments: 1) Sandoval CUSD #501has a strong track record of partnership with both public and private organizations, and forming new partnerships. The existing partners include IARSS, Southern Illinois and Shawnee Development Council. The Applicant recognizes that there are high needs in its schools, and will provide wraparound services with new partners which include Public Health, Social Service, Businesses, Civic Groups, Early Learning Program, and Faith Based organizations. 2) Sandoval CUSD #501 identifies seven partnerships and the needs each will address: <ul style="list-style-type: none">o Early Childhood/Head Start: Children enter kindergarten prepared to succeed in school.o Mental Health: Social and emotional stability allows students to focus on educational goals.o ISBE/IL Extension/Dairy council Nutrition Programs-Students receive the proper nutrition and exerciseo ROE/Community Colleges, Adult Education Programs: Students are career ready upon graduation.o Community Health: Students' medical needs are met.o Special Education Cooperatives: IEP and 504 students are on grade level. (3) Sandoval CUSD #501 will track indicators by utilizing the personal learning plan for each student. Referral, academic records, specific needs of the students will be reported in this plan. (4)) Sandoval CUSD #501 will integrate other services by selecting a team of community agencies, counseling services, churches, medical providers and government agencies to review student's academic and behavioral records, and design an action plan to help the students . (5)) Sandoval CUSD #501will manage the needs of students by providing a community outreach/liaison who will work with both students and their families. The Applicant will conduct regular parent-teacher events to keep the parent and families involved in the decision-making process. A parent advisor council will meet quarterly to learn the way of the school and make suggestions for improvement. (6) The Applicant identifies its annual ambitious yet achievable performance measures for the proposed population-level and describes desired results for students in the applicant receives a high score for this criteria.		

Absolute Priority 1

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	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>1. Throughout the application, Sandoval CUSD #501 strongly demonstrated evidence of creating personalized learning environments that include the GREAT-8 model, 21st Century Classroom, technology, supporting teachers and principals through professional development and performance evaluation, and developing partners to ensure students are prepare for college and career readiness. The data that was presented shows that Sandoval CUSD #501 will be successful in the implementation of the grant.</p> <p>The applicant has met Absolute Priority 1.</p>		

Total	210	191
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Race to the Top - District

Technical Review Form

Application #0416IL-3 for Sandoval C.U.S.D. #501

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7
<p>(A)(1) Reviewer Comments:</p> <p>The vision articulated in this plan is comprehensive and builds on the four core educational areas. Providing college and career-ready standards and assessments and using data systems to improve instruction are addressed in the first of eight reform elements: instructional strategies including curriculum alignment, assessments and standards adoption. The development of pacing guides and weekly formative assessments in grades K-12 is ambitious and achievable.</p> <p>Developing great teachers and leaders is addressed in reform for number six and seven: teacher/principal recruitment and teacher/ principal /superintendent evaluation. Working with local colleges and universities to recruit high-quality educators, along with providing career development opportunities for future educators currently enrolled in grades nine through 12 in the districts provides an opportunity for the districts to grow their own great teachers and leaders.</p> <p>The goal of turning around the lowest-achieving schools was addressed in the application beginning with data analysis of the root causes and the chain of events that lead to students dropping out of high school and/or being ill-prepared for college. The applicant articulates the problems in low achieving schools by providing eight examples of student/home issues, and seven examples of school/instructor issues. The applicant has well articulated issues that prevent students and teachers from achieving excellence. Reference is made to high school students creating individual portfolios that should help students transition into the workforce after school, however, the description is sparse and does not fully explain this strategy.</p> <p>The Consortium is committed to building formal partnerships with private business social service agencies and stakeholders although no explanation is provided to describe how the partnerships would be structured and maintained.</p> <p>The vision is comprehensive but it does not clearly articulate all aspects of the a plan to personalize education, accelerate student achievement or deepen student learning. This places it in the top of the medium range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9

(A)(2) Reviewer Comments:

The applicant's approach to implementing its reform proposal demonstrates strong collaboration and leadership. Securing the support of each participant's school board and teachers union provides evidence of high standards and commitment, ensuring the likelihood of successful implementation. Each participating school initially drafting one element of reform proposal, and then collaborating to create the consortium's vision is further evidence of achievable success.

The applicant did not meet all criteria as the process used to select schools to participate is not included in the application; however, a list of the schools that will participate in grant and the total number of participating students from low-income families, participating students who are high-need students and participating educators is included in the tables on page 37-38. For these reasons the response scores in the top of the high range.

(A)(3) LEA-wide reform & change (10 points)

10

7

(A)(3) Reviewer Comments:

The applicant's plan does not include all aspects of a high-quality plan This application states that the proposal can be copied in other school districts in the state and a description of the model used to develop the goals and objectives of the grant is stated, however, it merely includes a description of a grant that provides capital to purchase required technology, develop curriculum, establish necessary community outreach programs and develop assessment systems. The vision does not clearly articulate all aspects of a high quality plan including the goals to personalize education, accelerate student achievement or deepen student learning. This places it in the medium range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

5

(A)(4) Reviewer Comments:

The application states that summative assessments will include regular state assessments, classroom semester exams, term papers, projects, portfolio and performance are products. The goals for improving summative assessments of the project are stated only in terms of reporting the baseline data for the state tests: ISAT and PSAE. The baseline scores (ranging from 5% to 97% proficient) are projected to increases to 89% and higher in 2016 – 17(post – grant) for the total student population, special education students, and low income students on standardized tests for grades three, eight and 11.

The application states that "data must be analyzed by looking at the performance levels of all students, but also the performance of demographic groups such as low SES, gender specifics, ESL, IEP/non IEP, and diverse populations, however the sub criteria (b) Decreasing achievement gaps is not addressed in this section.

The goals for improving graduation rates are also depicted at the baseline range of 70 - 84%, and projecting forward to the year 2016 – 17 (post grant) with graduation rates improving to the range of 85 – 93%. While these goals definitely indicate growth in the graduation rates, they do not seem ambitious.

The application includes a goal for enhancing college enrollment rates from 63% overall in 2011 –12 to 75% in 2016 – 17 (post grant). This data is confusing because Ramsey CUSD has 81% students enrolling in college in 2011 – 12 and the projected goal for Ramsey in 2016 – 17 is only 79%. While Sandoval will make substantial improvement if this goal is achieved by increasing college enrollment from 32% to 70%, districts such as Egyptian and Vienna growing from 72 and 70% respectively to 77% in 2016 – 17 is lacking in ambition.

The applicant's goal for post secondary degree attainment is confusing because it appears that the applicant speculated on the data for 2012 –13 without explaining why. Hence, it is difficult to give credit for this goal.

The missing discussion of decreasing the achievement gap combined with the lack of ambition in the graduation rate increase goals and the representation of the enhancing college enrollment cause this response to fall in to the medium range.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	6

(B)(1) Reviewer Comments:

The applicant has addressed advancing student learning and achievement in the Sandoval District by providing several

examples programs offered to students such as a new agriculture class and FFA club, and awards and grants the school has been given. The practices of the regular use of a variety of student achievement data, the release of substandard teachers and principals, and multiple examples of professional development opportunities for teaches are also included to explain a commitment to advancing student learning and achievement.

Evidence of how the districts have actually advanced student learning and achievement or closed the achievement gaps including an analysis of data is not provided in this response. Absent also is a narrative explanation of high school graduation rates and college enrollment rates; the tables exist in the application; however, it's difficult to understand how these goals have been addressed in the past and the specific plans for the future within the grant. Aside from a reference to the lowest performing schools, the applicant does not provide evidence of how they have achieved ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools.

Clearly, the Sandoval district will serve to guide the other districts in this partnership as stated, "two of the five consortium schools have significant experience that will provide guidance to implement successful strategies at the three other partnering schools". In addition, the applicant's explanation of the leadership required for significant improvement demonstrates the ability to guide the consortium to accomplish the goals set forth in this application

Examples that reflect the record of success with ambitious and significant reforms in all five districts include the "College Now" program offering dual credit for high school students throughout the consortium, and the Summer Bridge program, both which serve to better prepare at risk students for college and thus increase the college enrollment rates. The consortium's motto of "whatever it takes" demonstrates an understanding of and commitment to make the changes necessary for students to succeed.

The response explains that a web based parent portal makes student performance data available to students and parents.

Overall, the commitment on the part of the 5 districts in the Consortium, coupled with Sandoval's clear track record of success is commendable however, the missing evidence and analysis of data related to high school graduation rates, college enrollment and closing achievement gaps places this response in the low medium range.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

The applicant has done an exceptional job expressing a high level of commitment to transparency in all LEA processes, practices, and investments. They have demonstrated this commitment to transparency by citing several public websites that provide a wealth of financial information including teacher and administrator's salary and fringe benefit compensation, as well as expenditures for equipment and academic improvements.

In addition, the state of Illinois requires school district websites to post a copy of the current fiscal year budget on their websites which also includes the current year compensation for both administrators and teachers. In addition, the districts are now required to include reports of other current school year employee compensation on their websites.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

The applicant has demonstrated strong evidence of sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. The state of Illinois has implemented reforms in the four core assurance areas critical to successful implementation of personalized learning. The state has also implemented sweeping changes to teacher and principal performance evaluation systems and acted bold education reform legislation that ties student growth to the evaluations. It's clear that each of the elements of this application have strong support of the state of sufficient autonomy to implement the goals of this proposal.

(B)(4) Stakeholder engagement and support (10 points)	10	10
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(B)(4) Reviewer Comments:

The applicant has done an excellent job providing significant evidence of meaningful stakeholder engagement in the

development of the proposal and verified support for the proposal, including examples of how 85% of students expressed a willingness to be involved in the grant. The students were also supportive of the development of individualized learning plans. A formal parent survey was created to engage parents in the development of this plan. In addition, 13 different opportunities for parent participation are listed in the application. The teacher organizations in four of the five districts fully support this proposal and Egyptian, the non--union affiliated district, provided a letter of support from more than 70% of the teachers. Principals have participated in the development of the proposal and are empowered as equal decision makers. A variety of letters of support are included from key stakeholders in the community including parents, teachers, students and colleges and Southern Illinois healthcare.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The proposal demonstrates an excellent high-quality plan for implementing personalized learning environments in the consortium including goals, activities to be undertaken and rationale for activities, deliverables, and parties responsible for implementing the activities. Impressive evidence of current reform efforts are included for the Sandoval and Egyptian districts, as well as specific steps the whole consortium will take as they implement personalized learning environments uniformly.

The current status of implementing personalized learning environments at Centraillia High School is included in the response, although it is stated that the rest of the schools in the consortium are just beginning to focus on personalized learning.

Identified needs and gaps that the plan will address include AYP scores for all schools in the consortium where gaps exist between the economically disadvantaged and special education students as compared to the general student population. A thoughtful and specific analysis of the gaps compares several sub groups over time to explain the logic behind the reform proposal.

The plan includes an analysis of the data which led them to focus on two subgroups. It's commendable that the consortium plans to address both the academic and social emotional needs of the students as they develop individualized learning environments.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

The applicant has done an outstanding job articulating a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. Beginning with designing an individualized learning plan for every student with help from the guidance counselor, parents and teachers, that articulates a blueprint or "life map to graduation" engaging students in the process of identifying personal goals linked to college and career readiness as well as high school graduation. The ILP will include individual goals and profiles for each student should allude to the traditional way of designing an individualized education plan for high needs students; educators will monitor individual student interests as they progress through school and monitor progress to ensure a deep learning experiences in areas of academic interest. In addition, this will help students to develop skills and traits such as goal-setting, perseverance, critical thinking, communication, creativity, and problem-solving. The applicant has clearly designed many aspects of this plan to "operate as if every participant is a high needs students." In doing so, the applicant has included a plan to address the needs of regular education as well as high needs students.

The applicants proposal is comprehensive in its plan to begin by developing two scenarios that will show both successful and unsuccessful pathways. This strong foundation coupled with thoughtful monitoring of success and achievement will help students master critical academic content and develop skills and traits such as goal-setting, perseverance, critical thinking, communication and problem-solving. The plan is structured to monitor student achievement continually in order for teachers to use variety of high-quality instructional approaches and environments to benefit students. The applicant includes a variety of 21st-century classroom strategies such as the flipped classroom and distance learning to ensure that high-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards is available to students. The opportunity to engage in distance learning could provide students with access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning.

The plan includes several examples of ongoing and regular feedback to determine progress toward mastery of college- and

career-ready standards and graduation requirements. If it is determined that a student is not performing at expected levels, the plan includes multiple strategies for correcting the issue. The application includes training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

(C)(2) Teaching and Leading (20 points)

20

14

(C)(2) Reviewer Comments:

The applicant has done a good job outlining an approach to teaching and leading that helps educators improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards and graduation requirements. The plan includes professional development for all educators and begins with training on the tools necessary for personalized instruction, as well as the assessment pieces to monitor student progress. This will allow teachers to adapt content and instruction to meet individual students' academic interests and needs. Assessments to measure student progress toward meeting college and career ready standards will begin in elementary schools; this is innovative and impressive.

The training for principals includes the best practices for evaluating teachers and supporting them where improvement is needed. In addition, the principal's evaluation tool is also aligned with the criteria including the use of data and indicators on student growth to assess performance. Both teacher and principal evaluations include several tools and resources designed to help teachers and principals identify optimal individualized learning approaches.

The applicant describes a plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals by using the state of Illinois Response to Intervention plan from 2009; this does not constitute a high quality plan that includes goals, activities, timelines, deliverables, and responsible parties.

The proposal includes a comprehensive four-part professional development plan; however, it does not address the staffing in hard-to-staff schools and subjects (such as mathematics and science), and specialty areas (such as special education).

Overall, the applicant has addressed most all of the criteria, however the missing information places this response in the medium range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	14
(D)(1) Reviewer Comments:		
This application fully addresses comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources needed to implement this plan.		
Local school boards and the consortium governance team have agreed to delegate sufficient flexibility and authority to school leadership teams who will empower staff and hold them accountable for results. In addition, the leadership teams at each school will manage resources such as people, time, funds, and materials to address school priorities and student needs.		
The plan also includes an unprecedented flexibility with respect to individual learning such that the student can spend as much (or little) time necessary on a topic according to their individual learning style. The description of this flexibility refers specifically to the needs of special education students and English learners, however, the applicant merely states that the resources are appropriate for students with disabilities and English learners. The applicant does not explain why the individualized learning is appropriate for these sub groups or how it will benefit them specifically.		
Students have the opportunity to work outside the school day and the school building at their own pace; a variety of assessments will inform teachers of student progress in a timely and regular fashion. This flexibility is available to students of all ages and a four-part plan fully addresses the criteria for flexibility in learning and explains the consortium's comprehensive plan and vision.		
Overall the thorough descriptions flexibility and plans in this proposal are impressive, placing it in the high level		
(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The applicant has done an outstanding job designing a plan to accommodate all students, educators, parents and stakeholders without regard to income or any other personal factors. The full-service community school model described in this proposal provides comprehensive academic, social and health services for students and family members. The proposal includes a plan to engage community support to address issues such as attendance, nutrition services, health and dental care, mental health services, and Adult Education, including instruction of adults in English as a second language.

Families will have access to data about attendance, academic progress, in college and career readiness. The applicant states that this will be provided regularly and promptly, and that their data systems will comply with interoperability necessary to ensure data can be shared across all schools. Technical support will be provided through several means including frequently asked questions (FAQs) on the district website, community user groups, group training, training videos and a technical support team. This will be provided to all teachers, students and parents to help ensure our goal of 100% access and understanding of our tools. Districts will hold parent trainings on how to access their child's educational data.

The applicant has fully addressed all criteria thus placing this response at the highest level.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10
<p>(E)(1) Reviewer Comments:</p> <p>The proposal articulates a strong plan for implementing a rigorous continuous improvement process; it includes six steps to facilitate monitoring of continuous improvement: clarifying core beliefs that define the schools culture, collecting, analyzing data, identifying innovations, and then focusing on the ones that will be most likely to close the gap and then provide needs – based professional development facilitate their integration; supporting teachers through the change process and inspiring shared responsibility among stakeholders. The plan goes on to state that at each step, teachers will be polled and expected to input ideas to support the grant's main focus – improving student achievement. Beyond pooling teachers, the applicant offers no explanation of how they will quantify the improvements which would include how they will monitor, measure, and publicly share information on the quality of its investments funded by race to the top.</p> <p>The proposal explains how the plan includes multiple checkpoints for assessing student progress and employing research-based electronic monitoring to inform teachers quickly. Triennial benchmarks and weekly or biweekly progress monitoring of level II and III students will take place as well as high school students participating on national assessments such as Explore, Plan and ACT. Additionally, positive behavior interventions support data will be collected and analyzed in monthly professional learning community meetings, or sooner if necessary.</p> <p>The applicant plans to use the media to communicate results with stakeholders through print, electronic media, signage, informational meetings, and parent student conferences.</p> <p>The applicant presents a high quality plan for continuous improvement although some specific examples are needed to fully explain their goals, placing it in the upper middle range.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p> <p>The applicant presents an impressive strategy for communication and engagement regularly with both internal and external stakeholders. Annually, parents are invited to informational meetings and seminars where they receive training on evaluation of student data in addition to a variety of other opportunities to interact with school staff. Students also attend training to review previous scores and stats new annual achievement goals for themselves. After testing, students will receive prizes if they have met their goal.</p> <p>Schools present a monthly progress reports to local radio and newspapers in addition to reports to the Board of Education. Student produced videos on timely events and grant progress can be distributed over the schools area network; this is one example of the creative ideas expressed in this applicant's plan for ongoing communication and engagement.</p> <p>The applicant does not explain how the leadership team will maintain ongoing communication and engagement with internal stakeholders.</p>		

(E)(3) Performance measures (5 points)	5	4
<p>(E)(3) Reviewer Comments:</p> <p>The applicant has done an outstanding job explaining 13 performance measures for this proposal beginning with the five core propositions of NBPTS explaining the applicant's definition of highly effective teachers; this presents a good foundation and a general rationale for the performance measures.</p> <p>Included are ambitious yet achievable goals for each performance measure for all students as well as special education and low-income students.</p> <p>A rationale for selecting each applicant-proposed measure is not included; however, collectively the measures will provide the applicant with rigorous , timely and formative data and outcomes that are centered on the whole child model. The theory of action contained in this proposal is based on continuous improvement as well as building internal capacity and sustainability. The applicant includes several examples of how stakeholders will review the performance measures over time;</p> <p>It is stated that schools will review VA performance measures on a regular basis and determine whether or not the measurement is sufficient in gauging student progress. the topic of how to improve the measure over time if it is insufficient to gauge implementation progress is not addressed in this application.</p> <p>Overall, the proposal addresses most of the criteria scoring in the lower high range.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	3
<p>(E)(4) Reviewer Comments:</p> <p>The applicant has done a fair job explaining how they will evaluate and continuously improve the implementation of the plan through the engagement of a University research team who will partner with the districts in an extensive external review process. This will include an evaluation of research-based strategies, goals, performance measures and outcomes of the proposal. The application also states that the university partners will participate in the governing board of the consortium. This governing board will meet on a regular basis to monitor progress and make any changes necessary to remove barriers that impede progress.</p> <p>Surveys will be used as a means for gathering input about the targeted focus of professional development, not the effectiveness of the professional development as indicated in the criteria.</p> <p>The applicant does not fully address the criteria for this question thus earning a score in the middle range.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The applicant's budget is reasonable and sufficient to support the development and implementation of the applicant's proposal. It includes a budget narrative and tables that identify all funds that will support the project; in addition to RRTT- District funds, the consortium will use School Improvement grants as well as Title I and Title II funds. It is stated that this will increase the ability to sustain the program after the grant period. Long term sustainability of personalized learning environments is addresses in the applicant's sustainability checklist which includes 5 parts: Develop a vision with guiding principles, involving all stakeholders; Build strong partnerships engaging organizations to support the GREAT 8; celebrate success and communicate; Evaluate progress and revise as directed through evaluation comments by Illinois State University and Illinois ASCD; and Determine what elements of the GREAT-8 need continued funding and look at all funding sources including reallocation, leveraging existing dollars, partnership contributions, in-kind and donated services.</p> <p>The proposal has maximized the benefit of the consortium where two of the five districts have school improvement grants and these resources will be shared with the other three districts by, for example, paying for training that is provided to teachers in all five districts in the consortium.</p>		
(F)(2) Sustainability of project goals (10 points)	10	7

(F)(2) Reviewer Comments:

The applicant's plan for sustainability of the project's goals after the term of the grant is limited and does not address all aspects of the criteria. The plan to sustain the project's goals include key ideas such as leadership, capacity building, partners, communications, evaluation and the reallocation of current funds as well as seeking additional funding, however the application lacks supporting evidence to explain how these goals would be accomplished. It's impressive that the applicant begins this proposal by explaining the great support they have currently. They go on to explain that the consortium needs to demonstrate that it can accomplish some of the goals included in this plan in order to gain more financial support for the project. Also included are powerful partnerships that represent potential for ongoing revenue after the grant is over.

The plan does not address state and local government leaders commitment to financial support of the plan. Nor is a budget for three years after the term of the grant included in this application, thus placing it in the top of the medium-range

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The applicant has done an exceptional job in this proposal designing a plan to integrate public and private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the needs of the whole child.

A description of the existing partnerships and new partnerships that will be formed with public or private organizations, such as Head Start, Mental Health Department, ISBE/IL Extension/Dairy Council Nutrition Programs, community colleges, faith based organizations and special education cooperatives to accomplish five specific goals. Teams comprised of staff and representatives from the partnership organizations would be established at each school to integrate education and other services that address social-emotional, and behavioral needs of participating students.

The applicant has identified seven desired results for students in the consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal, along with a "First Responders" Team structure for each school that will monitor implementation. School level teams will use a data system to target resources to students with special emphasis on students facing significant challenges, monitor and evaluate implementation of the interventions, as well as improve results over time. The students' Individualized Learning Plans will assist in assessing the needs and assets of participating students, monitoring implementation and evaluating the success of the interventions.

Strategies such as surveys and conferences are listed as a means to engage the parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and to regularly assess the progress of the interventions.

While seven desired results for students in the consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal are identified, annual performance measures for this specific population are not included.

Overall, the applicant has done an exceptional job in this proposal designing a plan to integrate public and private resources in a partnership placing this response in the high range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has done an excellent job coherently addressing how the consortium will build on the four core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards, accelerate student achievement and deepen student learning by meeting the academic and social/emotional needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease

achievement gaps across student groups; and increase the rates at which students graduate high school prepared for college and careers.

The vision articulated in this plan is comprehensive and builds on the four core educational areas. Providing college and career-ready standards and assessments and using data systems to improve instruction are addressed in the first of eight reform elements: instructional strategies including curriculum alignment, assessments and standards adoption. The development of pacing guides and weekly formative assessments in grades K-12 is ambitious and achievable.

Developing great teachers and leaders is addressed in the application's reform for number six and seven: teacher/principal recruitment and teacher/ principal /superintendent evaluation. Working with local colleges and universities to recruit high-quality educators, along with providing career development opportunities for future educators currently enrolled in grades nine through 12 in the districts provides an opportunity for the districts to grow their own great teachers and leaders.

The goal of turning around the lowest-achieving schools was addressed in the application beginning with data analysis of the root causes and the chain of events that lead to students droppingout of high school and/or being ill-prepared for college. The applicant articulates the problems in low achieving schools by providing eight examples of student/home issues, and seven examples of school/instructor issues. The applicant has well articulated issues that prevent students and teachers from achieving excellence. Reference is made to high school students creating individual portfolios that should help students transition into the workforce after school,however, the description is sparse and does not fully explain this strategy.

The Consortium is committed to building formal partnerships with private business social service agencies and stakeholders although no explanation is provided to describe how the partnerships would be structured and maintained. The vision is achievable; the track record of success of the leading district is commendable, and the budget is sound. The thoughtful plan for implementation of the goals contained in the proposal are extensive and provide a clear picture of strategy of this consortium in addition to a convincing sustainability of the initiatives after the grant period.

Total	210	167
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